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ABSTRACT

This document presents materials to assist Utah school personnel who are initiating, implementing, or improving work-based learning opportunities for students. The document presents detailed guidelines for creating and maintaining work-based learning systems in schools and resource materials for improving existing work-based opportunities. Formal definitions, practical examples, student profiles, step-by-step checklists, and sample forms are included. The following are among the specific topics covered: (1) school-to-careers and work-based learning (Utah's school-to-careers system; counseling and guidance; career fields and pathways; articulation; curriculum integration; collaboration; benefits of work-based learning); (2) public relations strategies (promotion; regional coordination; evaluating promotional activities; worksite development; marketing programs to the public, school districts, personnel, parents, students, and employers; strategies for working with employers; recruiting worksite staff; designing marketing tools;); (3) developing a work-based learning system (building on existing strengths; the role of planning in good work-based learning systems; setting goals and establishing time lines; identifying potential problems; involving participants in programs; assessing student learning; evaluating programs); (4) work-based learning activities (field studies; guest speakers; job shadowing; school-based enterprise; entrepreneurship; mentorship; clinical experiences, internships; career practicums; community service learning; registered youth apprenticeships; teacher/staff internships); and (5) legal issues (understanding legal issues affecting schools, employers, and students; minimizing potential liability). (MN)

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Utah Work-based Learning Manual

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INTRODUCTION

Much of what we know and learn is connected directly to the work we do. Prior to the industrial revolution, most learning was directly related to work-based activities. Young people learned by watching and working alongside their parents or through apprenticeships with master artisans.

With the onset of the industrial revolution, the evolution of education began to separate work from the learning process. Over time, the gap between education and the world of work has grown increasingly broad. Often concepts learned in the classroom have no world of work significance for many students because the classroom isn't connected to the real world. Education cannot be derived solely from textbooks and lectures; it must also include practical, hands-on experience that challenges students to apply what they have learned in the classroom.

According to the 1995 Utah Workforce Needs Study conducted by Dan Jones and Associates, Utah employers face major challenges in filling job openings with skilled, qualified employees. Nine of ten respondents have difficulty filling at least some job openings at the present time and expect that filling job positions will be increasingly more difficult. Nearly half of the employers list finding qualified people as the most pressing problem they face with regard to job openings. The employers report difficulty in finding applicants with experience, a strong work ethic, technical skills, and positive character attributes. Our world has indeed changed and will change even more. In order to continue to meet the challenges of the future, the way we educate students and adults must also change.

In Utah, the changes being implemented through the School-to-Careers system, including Work-based Learning activities, are re-establishing the connection between the classroom and the workplace by providing a bridge between theory and practice.

Work-based Learning is an investment in the children of Utah. A clear call is being made for significant changes in our classrooms. Our young people need an education in a fourth 'R' along with reading, writing, and arithmetic. That fourth 'R' is reality. Work-based Learning experiences provide many exciting opportunities for Utah students to master the skills they need to become successful throughout life and to familiarize themselves with the concepts of exploration and career decision-making, and provides the motivation to do better in academic areas.

"There are a lot of ways people learn. You can learn in the classroom, but the best learning sometimes takes place actually on the job. First of all, it's a clearly applied skill. Second of all, it's a very specific skill and one that really matters. We're finding that many of our children learn better in an actual work setting, particularly when it is combined with an academic experience.

–Gov. Michael O. Leavitt

USING THE MANUAL

This manual is intended for use by all school personnel who are initiating, implementing or improving Work-based Learning opportunities for students. This includes coordinators, instructors, administrators and support personnel. This guide can also be helpful to parents, employers, and others in the community who are interested in increasing their understanding of Work-based Learning.

This manual has been designed with two purposes: 1) As a detailed guide for individuals who are beginning to create Work-based Learning systems in their schools and 2) As a comprehensive resource for individuals who are already involved in providing work -based learning opportunities for students.

In this manual, Work-based Learning activities and the means by which they are implemented in a cone-site or district will be referred to as a *Work-based Learning System*. The individual Work-based Learning experiences available to students, such as cooperative education, internships, and job shadowing, will be called *Work-based Learning Activities*. Cooperating workplace or community supervisor will be referred to as the Employer or Business Partner.

Topics in this manual have been organized into the following Chapters:

1) School-to-Careers and Work-based Learning

This section gives a brief overview of the Utah SCHOOL-TO-CAREERS system and describes the different elements that comprise a Work-based Learning system.

2) Public Relations Strategies

Marketing is essential to the success of a Work-based Learning system. Students, teachers, parents, and employers need to know the benefits of the system and how it works. This section provides you with ideas for stimulating and maintaining interest in Work-based

Learning, identifying and establishing contact with potential employers, setting up learning experiences and evaluating Work-based Learning activities.

3) Developing a Work-based Learning System

This section provides the "nuts and bolts" of planning and maintaining a successful Work-based Learning system. It offers suggestions about how to plan programs, who should be involved in the planning process, and what key steps to take in implementing those plans.

4) Work-based Learning Activities

Different Work-based Learning Activities are described in detail. This section answers such questions a "What is a Job Shadow?" and "What do I need to do to make it work for the student?" Formal definitions, practical examples, student profiles, step-by-step checklists and sample forms for each activity can be found here.

5) Legal Issues

Anyone involved in Work-based Learning must have an understanding of the legal issues affecting the employer, school and students in order to minimize potential liability. This section provides a basic overview of the rules and responsibilities facing employers and

CHAPTER ONE: School-to-Careers and Work-based Learning

Utah's School-to-Careers System

School-to-Careers is an exciting, new approach to education designed to broaden educational, career, and economic opportunities for all students through partnerships among schools, businesses, and communities. Community by community, state by state, a national network of School-to-Career systems will be built during the next decade to provide greater opportunities for children, youth, and adults to become successful throughout their lives.

Many components of the School-to-Careers system already exist. Utah students have benefitted from programs such as Comprehensive Guidance, Utah State core curriculum, Tech Prep, internships, Apprenticeships, and Career Academics. As our educational system embraces the School-to-Careers philosophy, these pieces will become integrated. Improved relationships between the classroom and the workplace and applied and academic learning will create a seamless transition in learning from pre-school through adult education.

Expanding the walls of the classroom into the larger community entails a certain amount of risk. Students must be adequately prepared for the transition into Work-based Learning environments. Preparing students for this transition requires attention to issues not traditionally of concern to educators. Educators and employers must learn to work together. In practice, we will have two types of staff: school-site teachers and administrators and work-site employers, business, and community partners. The Work-based Learning Coordinator serves as the liaison between the two types of staff.

Inherent in this vision is the educational system's role of providing every student with quality academic and Applied Technology Education classes at school linked with hands-on learning and training in the workplace. School-to-Careers brings the workplace into the classroom and transforms workplaces into places of learning.

CORE COMPONENTS OF SCHOOL-TO-CAREERS

Every School-to-Careers System must have three core components: School-based Learning, Work-based Learning, and Connecting Activities.

1) **School-based Learning** is classroom instruction based on high academic and occupational skill standards. Today's high-skill job market demands that all high school graduates have both advanced academic knowledge and workplace skills. School-based learning encourages students to see the relevance of rigorous education through projects and problems that are consistent with work and life.

School-based Learning activities may include:

- SEOP Development
- Integrated Curriculum
- Project-based Learning
- Basic Education Skills Training
- Guest Speakers
- Career Fairs
- Professional/technical Education
- Problem-based Learning
- Concurrent Enrollment
- Academies
- Pre-employment & Career Connection activities
- School-based Enterprise
- Training at Magnet Schools

2) Work-based Learning is career awareness, exploration, work experience, structured training, and/or mentoring at the work-site. It provides students with opportunities to apply complex subject matter and learn vital workplace skills in a "real life" environment. Students are able to apply the knowledge and skills they have acquired in the classroom to real tasks performed in the workplace. As students see the connection between their school work and what is required in various occupations, they understand the importance of learning and can make better decisions about their futures.

Work-based Learning activities may include:

- Field Studies
- Cooperative Work Experience
- Registered Apprenticeships
- Service Learning/Volunteer Work
- Career Practicum Experience
- Guest Speakers
- Job Shadowing
- Internships
- Clinicals
- Mentoring
- Informational Interviews
- School-based Enterprises

3) **Connecting Activities** are a variety of activities that build and maintain bridges among school, work, and other community environments. Students are best served when there is collaboration among schools, parents, businesses and the community.

Making these connections does not happen naturally. It requires a range of activities to integrate the worlds of school and work. Integration is accomplished by:
1) providing program coordination and administration;
2) establishing regular communication, planning and consultation between employers and the school;
3) providing student support in such ways as career counseling and college placements; and
4) creating links to the full range of post-secondary options.

Connecting Activities may include:

- Establishing Business Partnerships
- Matching Students with Employers
- Training of Mentors
- Employer Databases
- Advisory Teams (State, District, School, Career Cluster)
- Professional Associations
- Work-based Curriculum Development
- Providing Career Guidance and Placement Activities
- Post-secondary Training
- K-16 Articulation

AREAS OF FOCUS

Governor Leavitt has stated that Utah's challenge is to create "a comprehensive School-to-Careers system involving employers, schools, and communities to help Utah's youth make a smooth transition from school to productive skilled employment and further learning." Six major areas of focus support Utah's School-to-Careers in meeting this challenge. These areas include:

1. Counseling and Guidance

Comprehensive Counseling and Guidance (CCG) is the mechanism that allows students to customize educational programs to meet their individual needs. Professional school counselors provide students with personal assessment and interest inventories, career awareness, and educational options information, crisis intervention, and personal counseling and guidance to assist in planning and decision-making.

Every student in Utah's public school system should have a written Student Education Plan (SEP) in grades K-6 and Student Education Occupation Plan (SEOP) in grades 7-12. The SEP/ SEOP, when written appropriately, should establish each students educational goals, and identify specific course sequencing that leads to completion of graduation requirements and career preparation. Of particular importance here is the fact that individual Work-based Learning needs and participation guidelines should be identified in the SEOP. The SEOP sets in motion the mechanism of communications and activities required to provide appropriate Work-based Learning activities for every student. Additional plans may include a 504 or IEP.

2. Career Fields and Pathways

3. Articulation

Articulation is the process of sequencing and uniting various educational programs and experiences into a systemic whole. Articulation promotes strong linkages among grades K-12 as well as from secondary to post-secondary educational services. Effective linkages support a seamless transition avoiding needless duplication of course work.

Proper articulation occurs with the cone structure. A cone consists of all the feeder elementary and junior high/middle schools in a high school and includes local post-secondary training and education facilities and other community partners. See diagram...

A second component of articulation is the joining of business and community to the educational system. Clear articulation creates well marked paths that students can follow as they move from school to productive jobs. Classroom instruction is coordinated with the workplace experience promoting development of the skills necessary to succeed in "real life."

4. Curriculum Integration

5. Work-based Learning

Work-based Learning is *not a synonym for work experience or on-the-job training*, nor does it mean awarding credit to students who work. Rather, it refers to learning experiences that occur outside the classroom, and which are monitored and supervised by both representatives of an educational institution and a community workplace. Opportunities provided through Work-based Learning support students in learning about careers and building skills in the community or work setting. Students connect classroom learning to the world of work through participation in Work-based Learning activities, such as, field studies, job shadowing, service learning internships, apprenticeships, etc.

6. Collaboration

Collaboration requires working jointly with others in an endeavor in which one might not otherwise be involved. Collaboration in School-to-Careers requires development of strong local

WHY WORK-BASED LEARNING?

BENEFITS FOR STUDENTS

Work-based Learning activities provide opportunities to:

- Apply Classroom Learning through:
  - Academic concepts,
  - Professional/Technical Skills, and
  - SCANS Workplace competencies.
- Establish a clear connection between the classroom and the workplace.
- Explore possible career options
  - Identify and analyze personal needs, interests, and abilities
  - Identify and analyze potential opportunities in various career fields
  - Make decisions and plans to achieve goals and aspirations
  - Develop outlines of potential career paths
- Improve post-graduation job prospects
- Practice positive work habits and attitudes
- Understand the expectations of the workplace
- Be motivated to stay in school
- Reduce post-secondary educational costs
- Establish professional contacts for future employment and mentoring

BENEFITS FOR EMPLOYERS

- Helps create a pool of skilled and motivated potential employees
- Improves employee retention
- Reduces training/recruiting costs
- Enables organizations to develop new projects with student assistance
- Encourages involvement in the curriculum development process
- Provides development opportunities for current workforce
- Offers opportunities to provide community service

- Increases company morale
- Fulfillment of a civic responsibility
- Positive Public Image
- Tax Credit

BENEFITS FOR SCHOOLS

- Expands curriculum and learning facilities
- Provides access to state-of-the-art techniques and technology
- Enhances ability to meet the needs of diverse student populations
- Provides opportunities for individualized instruction
- Promotes faculty interaction with community
- Contributes to staff development
- Makes education more relevant and valuable for students
- May enhance student retention
- Reduces overcrowding by utilizing off-campus learning sites

BENEFITS FOR THE COMMUNITY

- Creates an environment of collaboration and cooperation
- Encourages respect and tolerance among different groups
- Builds the foundation for a more productive economy
- Builds confidence in the school system as practical results are observable
- Unifies the community

WHAT IS WORK-BASED LEARNING?

Work-based Learning is an effort to make lifelong career development easier and more natural by linking school and work sites. Work-based Learning is learning which takes place at a work site, usually in a business or community organization away from school. It is one element of the larger category of School-to-Careers activities, as well as one of Utah's six major focus areas, all of which combine to create a lifelong process of career development stretching from preschool to adulthood.

Most people experience four broad overlapping stages as they develop their careers. These stages include:

1) self and career awareness,
2) career exploration,
3) career preparation, and
4) career application.

People move through these stages a number of times throughout their lives as they change employment settings or occupations. School-to-Careers activities are designed to help students move through these stages and learn about the world of work and their place in it. The stages provide a framework for understanding the scope and sequence of Work-based Learning activities, and the appropriate timing for student participation.

CHAPTER TWO: MARKETING AND WORK SITE DEVELOPMENT OVERVIEW

For schools to gain the support of the community and nurture effective relationships with employers and community organizations, a full range of marketing activities should be undertaken. This section of the manual focuses on three aspects of marketing:

A) Promotion,
B) Work Site Development, and
C) Designing Marketing Tools.

Promotion, as defined by marketing professionals, includes four categories:

1) publicity,
2) advertising,
3) personal contact selling and
4) sales.

An effective Work-based Learning marketing program utilizes all of these activities to stimulate community interest and encourage participation in the program.

A) Promotion

Overall program promotion is usually performed by school district staff on behalf of an entire program. Marketing efforts on this level include public relations, personal selling by administrators and sales activities like community meetings and brochure development. These activities are broad based and focus on informing the community at large of program benefits and features.

In October 1994 the Oregon Department of Education (ODE) contracted with Conkling, Fiskum & McCormick, Inc. (CFM) to develop a marketing and communications plan for Oregon's school-to-work system.

CFM worked closely on this project with staff from the ODE and with a volunteer marketing work group, which included representatives from business, schools, the ODE and regional *workforce quality councils. The following information summarizes the report's marketing recommendations:*

Message Strategies:

- Focus on explaining how STW will improve public education, and how audiences can get involved. Research shows there is no need to persuade key audiences of the need to change our public schools. Limited resources should be focused on describing how STW will improve the quality of education students receive, and how audiences can get involved in creating more opportunities for students.

- Emphasize the inclusive nature of STW-that it benefits all students. A wide margin of students believe they will go to college-and so do their parents. While statistics show these expectations do not materialize, it would be counter-productive to attempt to convince families otherwise. Communications should emphasize that STW programs benefit all students, regardless of their future plans, because they: 1) make classroom learning more relevant; and 2) teach skills that apply to any career choice.

- Communicate in emotional, anecdotal terms. Throughout the research, the more emotion-laden arguments-keeping kids off the street and in school, giving them hope for a job, keeping college-bound students focused on their studies-appeal more to audiences than statistical ones. Emotional arguments, substantiated by reliable data, should be used to convince audiences that STW will improve the quality of education students receive and is worth the effort.

- Have students describe the relevance STW brings to the classroom. Emotion moves audiences, and few are as capable of imparting passion about STW as students involved in structured work experiences and other STW programs. In student focus groups during site visits, students spoke convincingly about how STW experiences have brought relevance to their studies. Communications tools and activities should be structured to include student testimonials and anecdotes in a significant way.

- Focus resources on personal interaction over mass media. Research shows the mass media is not connecting with public, parents, students or business on school reform issues. In fact, parents said they get most of their information about schools from personal observation, school newsletters and contact with school staff. Resources should be focused on activities that connect all audiences, in a personal way, with STW.

REGIONAL COORDINATION

State level staff promote STW programs as an integral part of overall educational reform efforts. Regional STW coordination provides a link between state promotional efforts, regional workforce development initiatives and district level marketing. Many materials developed for state-wide use can be easily adapted for regional and local programs.

EVALUATING PROMOTIONAL ACTIVITIES

Take the time to evaluate your marketing activities and discontinue those that don't work or achieve your objectives. Your evaluation techniques should be manageable and practical. Evaluation involves monitoring results by comparing a planned performance against an actual performance. How accurately did your planned budget, timetable and resources reflect the actual?

Work Site Development

Personal contact selling is usually performed by individuals who are responsible for developing Work-based Learning sites and is directly related to their particular programs and students. Work site developers primarily engage in personal contact with individual employers and may utilize sales tools such as business cards, brochures and flyers created by the school district or themselves. Personal contacts made on this level are the foundations upon which successful programs are built.

Marketing works best when activities on all levels are coordinated. Each marketing activity should be viewed as part of an overall communication strategy whose ultimate goal is developing a successful Work-based Learning program. The activities described in the following pages should begin during startup activities and continue in various forms as the program grows and changes.

Make sure that each individual involved in marketing activities understands and uses the correct terminology to ensure accurate communication on each level, across all types of marketing activities, and at all phases of development.

MARKETING THE PROGRAM TO THE PUBLIC

Work-based Learning programs need the active support and participation of employers, school administrators, teachers and counselors, students, parents, post-secondary institutions and community-based organizations. The key to gaining their support is to ensure that each group:

A) Is aware that the program exists
B) Perceives the program accurately
C) Believes that the program is of value to them

Accomplishing this goal requires acting deliberately through a coordinated and sustained marketing strategy. "One shot" efforts are seldom effective, no matter how good they are. When developing marketing materials such as brochures, videotapes or newsletters, be certain to consider these important points:

- Promote the benefits of Work-based Learning, not the features-People make decisions to support a program primarily to meet some need of their own. Therefore, everything you communicate-to every audience-should address the benefits to them.

- Understand and address audience concerns "up front"-People know that nothing is free; help them understand how the benefits of Work-based Learning outweigh the costs. Those costs can be both real and perceived. For example, parents may fear that school-to-work is a form of tracking. Show them that students will have access to post-secondary school options, and that success in Work-based Learning programs often leads students to consider education options they previously had not considered.

- Shift your marketing activities as the program develops-As the program and public opinion toward it evolve, different marketing strategies may be required.

MARKETING THE PROGRAM TO DISTRICT

PERSONNEL

- Sell the concept of Work-based Learning -Provide administrators and school boards with concrete information on the implementation process and success stories of other Work-based Learning programs. Provide solid data (e.g., drop-out and post-secondary completion rates) to clarify the need for the program. This is an ongoing process.

- Produce formal orientation materials-A formal description of the program which articulates program goals, expectations, support structures, and teacher and counselor roles and responsibilities provides an opportunity to address staff concerns. Brochures and handbooks are good formats for orientation materials.

MARKETING THE PROGRAM TO PARENTS

Parents can be either enthusiastic supporters or suspicious opponents of Work-based Learning programs. Program promotion should address parents' concerns.

- Invite parents to visit the people and institutions connected with the program-Making it possible for parents to visit the firms(s) and school(s) where their children will be learning can help them better understand the nature of the program. Providing opportunities for them to meet the supervisors and teachers on an informal basis gives parents the chance to discuss their concerns and interests in the program with the people who will be working with their children.

- Stress the guidance and career planning components of Work-based Learning when marketing to parents-Students often complain that "no one at school cares." Stressing to parents that special supports will be provided to help students negotiate the demands of Work-based Learning and make decisions about future education and career goals will help demonstrate to parents that your program is not "business as usual."

MARKETING THE PROGRAM TO STUDENTS

The best incentive for student participation is a program that is considered by peers and parents as high status, with a range of post-secondary options including college, work and technical training. Program staff should provide students, and the adults who influence them, with clear and compelling information about program design and benefits, emphasizing that the program; is a stepping stone toward further high value work and post-secondary educational opportunities; doesn't cut off options, but enhances them; and provides supports to students. At every step help students get a clear idea of what it means to participate.

The world of work is foreign to most students. Expectations, rewards and consequences need to be spelled out clearly through orientation. Marketing activities can play an important role in helping dispel students' initial fears and confusion.

- Distribute student information packages, including program brochures, course listings, newspaper articles, information on local industry trends and brief quotes from program participants.

- Hold student assemblies with employers and have participating students provide testimonials.

- Host open houses for students, parents, and staff at employer facilities.

- Involve students in the promotion process after the first year of implementation, since students can be a program's best friend.

- Present at middle school civics and career development classes to promote the program.

- Conduct community outreach using newspapers, radio, television and presentations at parent/community-based organization meetings.

- Prepare a formal handbook outlining the policies and expectations of the program.

- A separate introduction to a student's particular workplace, as a new employee. Such introductions generally give students necessary information about procedures and expectations (e.g., health and safety rules, attendance and discipline policies, and employee rights and responsibilities). A thorough work site orientation helps build a direct relationship of responsibility and obligation between student and employer. It emphasizes that the student is not just a high school student on a field trip, but has a role and function in the workplace and can make a contribution.

- A kick-off reception for students and their parents, hosted by the employers and attended by school and community partners, including local government representatives, as further means of initiating student participation in a supportive work and learning community. A final dinner/awards ceremony at the conclusion of the year can also be held. The following year's recruits can also be invited, to view firsthand the progress of participating students.

MARKETING THE PROGRAM TO EMPLOYERS

Work-based Learning programs ask employers to play a significant role in designing and providing work and learning opportunities for students. This is a departure from most school-business partnerships, which typically are more limited in scope and employer commitment. To recruit employers, program designers must understand what might motivate employers to play this more significant role and make it as easy as possible for them to get involved.
Basic strategies for recruiting employers include:

- Using business leaders to recruit their peers-Peers have the best chance of convincing employers of the value of participation. CEOs and other top managers can gain access to and command the respect of the leaders of other firms, with whom they share common concerns and expectations.

- Anticipating and being prepared to answer employer concerns-Employers want to hear clear, concise answers to their questions and concerns about program administration, design, costs and benefits. Employers who have had mixed results with previous school-business partnerships will particularly want to know how the Work-based Learning program can be structured for success.

- Highlighting specific benefits to employers-The message crafted for employers should underscore the short- and long-term benefits of participation. Two areas of emphasis are broad labor market trends-aging of the existing workforce, rapid technological change, the demand for new skills, the high costs of recruitment, the decline of traditional training pipelines-and the individual firm's civic profile.

- Building a genuine partnership-Involve employers early in the program planning so that they have significant responsibility and sense of ownership. Employers will have a greater interest in becoming involved and maintaining their support if they feel that it is their program, too.

- Clarifying the expected roles and responsibilities of employers-Work-based Learning programs require employers to commit time, staff and money. It is essential to make clear from the beginning appropriate roles and responsibilities that are consistent with program

STRATEGIES FOR WORKING WITH EMPLOYERS

Successful program implementation requires cooperation and understanding between the employer, the student and the coordinator. The following suggestions may be helpful when working with employers:

- ★ abAdvise employers that you have pre-screened applicants and give the employer a copy of your criteria. Design criteria as needed.
- ★ abGuide and assist the employers through your program. Don't be pushy or pressure them to work with your program.
- ★ abInform employers of students' strengths, such as reliability, good work habits, etc.
- ★ abInform employers of the exact skill level of each student. Use terms of functional skills such as: "A student can keyboard on a personal computer 40 wpm, but has not mastered spreadsheets or databases."
- ★ abAsk the employer to provide job descriptions to ensure a successful match with students' skills.
- ★ abEncourage employers to help students develop specific learning objectives that integrate classroom theory and knowledge with the skills and knowledge gained at the work site.

IDENTIFYING POTENTIAL EMPLOYERS

Some firms are more likely than others to participate in a new Work-based Learning program. The following criteria can help you focus your initial recruitment efforts on those employers most likely to become involved.

- Prior involvement in school-business partnerships-Employers who already have served on vocational education advisory boards, school-business partnerships, Tech Prep consortium boards, or district- or city-wide education reform committees may be inclined to participate, particularly if their experiences have been positive.
- Tradition of leadership in community affairs-Banks, hospitals and public utilities are typically interested in positive public image and are generally responsive. Business leaders with a history of public service and community leadership can also be powerful allies.
- Commitment to being a "learning organization"-Firms that invest in the development of worker skills are more likely to have the vision and organizational capacity to provide quality work site learning experiences for young people. Indicators of this kind of commitment include basic-skills and English as a Second-Language programs, quality management programs and tuition reimbursement plans.
- Industry areas which employ large or increasing numbers of employees-Companies that are growing, and those that are not currently hiring but can articulate a three- to five- year hiring strategy to meet their long-term goals, can see the need to build their labor supply.
- Firms and organizations experiencing labor shortages-Firms experiencing high retirement rates and/or lack of entry-level workers may see immediate need for Work-based Learning programs.
- Cooperative labor-management relations-Workers and their organizations have been active partners in Work-based Learning programs in unionized and non-unionized workplaces. However, workers often have legitimate concerns about their job security and access to training. Firms with cooperative labor-management relations are more likely to be able to resolve these issues.
- Friendly competition with firms in the same industry-One firm's participation can encourage others to jump on board. The perception that a rival may gain prestige, publicity, community approval, or access to labor can be a powerful motivator.
- Familiarity with U.S. and European work-based learning

models-First-hand knowledge of youth apprenticeship or other work-based learning systems can increase employer receptivity.

ESTABLISHING STUDENT WORK SITES

Effective communication is the foundation for developing and maintaining Work-based Learning sites.
Some employers will prefer to have a single point of contact to maintain and develop relationships with schools. Program coordinators or business education compact personnel can fulfill this role. Other employers will prefer to work directly with school staff members responsible for placing students in their organizations.

Call employer(s) and community organizations.
It is always best to have the name of an individual within a company to call. In marketing terms this is referred to as a "warm" call. If you don't have a name you will need to do a "cold" call. When cold calling, explain your reasons for calling and ask for the name of the person who might be responsible for this type of activity. You may be referred to the Human Resources Department or Personnel Department, especially in large organizations.

- Prepare a phone conversation script that has all the information you'll need to give an employer. Introduce yourself and ask for some time to discuss your program. Explain program needs clearly and concisely. Emphasize the benefits of participation. When preparing your script, pretend that you are the employer. What would you want to know first? e.g., Liability? Time commitment? Paperwork? Costs? What would make you listen to what you have to say? e.g., concern for the well-being of young people; benefits for the company. Solicit questions and immediate concerns from the employer. If possible, set up a meeting time for further discussion.

- Confirm arrangements by letter or phone call.

- Meet the work site staff in person.

- Bring written material. Some suggestions:
Business cards, Flyers, Letter of introduction, Booklets, Sales packet/portfolio, Name tags, Brochure, Flip charts,

Agreement form, Newsletters, Letters from the high level school administrator

- Practice professionalism. When meeting with the employer, follow the same interview guidelines you teach your students. Know your material. Listen well. Utilize good communication skills. Respect the employer's time. Dress appropriately.

- Conduct the meeting in a place where interruptions are minimal. Give a brief explanation of your program needs. Include information about type and age of students involved. Use the meeting to learn about the work site and the industry. Do more listening than talking. Allow time for questions from both sides.

- Emphasize the benefits of participation. Benefits can fulfill needs or solve problems. Potential benefits for employers depend on the type of activity in which they participate. Some possible benefits to employers include access to motivated part-time personnel, reduction in training costs and pre-screening time, opportunities to observe possible candidates for full-time jobs, and, most importantly, the satisfaction of knowing that they are taking an active role in improving the community. Use persuasion skills to "sell" participation to work site staff.

- Get the commitment. Ask for what you want - participation and support. Be honest and clear about your expectations. Employers do not like surprises.

- Prepare and sign written agreements where applicable. Several sample documents are included in the Appendix of this manual. Make sure that all involved parties understand program expectations and responsibilities. Employers appreciate having things spelled out. Structured work experiences (internships, apprenticeships, etc.) require formal training agreements signed by all parties. Less formal experiences (job shadows, informal observations) can use simple checklists or outlines.

Set up time(s) for students to participate.
For older students, setting up their own appointments and schedules can be a valuable part of the learning experience. Make sure that everyone who needs to-parents, employers, students-has correct information about when and where activities will take place.

Provide written material that spells out employer responsibilities.

A sample letter thanking the employer for agreeing to participate and outlining his/her role and suggested activities can be found on page ??? in the Appendix.

RECRUITING WORK SITE STAFF

Dedicated trainers and mentors are essential to successful student learning experiences at the work site. Department supervisors and staff may have misgivings about getting involved in a school-to-work program, anticipating the demands placed on their time. Address their concerns while highlighting the personal and professional rewards of providing guidance and training to students.
Some suggestions for recruiting workers:

- Use peer-to-peer recruitment-Build a cadre of staff who are committed to education and enlist their help in recruiting their peers. Prospective mentors and trainers will be more receptive to the school-to-work concept when it comes from respected colleagues.

- Encourage upper-level management to sell the program-Secure CEO endorsement and enlist human resource development staff to make a presentation to department supervisors. This will send the message that the program is highly valued and integrated with the company's overall human resources strategy.

- Address key questions and concerns-Taking on the role of a mentor or trainer means changing the way department supervisors and staff do their work. Work with the CEO or human resources department to answer questions about job security, liability, and potential impact on productivity.

- Clarify roles and responsibilities-Mentors and trainers must commit significant time and energy to their student protegees. Clarifying roles and responsibilities, and the ways in which mentor participation supports the goals of the company, can help recruit work site staff to the program.

- Build in support systems-Mentors and trainers need orientation and support to work effectively with students and to structure quality Work-based Learning experiences. A head mentor or work site coordinator can help manage the program at the work site

- Reward employees for their participation-Formally recognize employees' participation in the program through newsletters, lunch-table presentations, Connection activities/ orientations and/or personal thank you letters.

CONNECTING STUDENTS WITH WORK SITES

Establish an application process for purpose of matching.

This will help the Work-based Learning coordinator learn about the student and make appropriate matches with work sites to ensure that the Work-based Learning experience addresses the student's interests, needs and goals.

Match participants with work sites.

Site supervisors will want to participate in the selection of the students they will be working with, especially if they are providing a paid Work-based Learning experience. They will want to select individuals who are compatible with their staff and work activities. Arrange student interviews with site supervisors, and allow them to select the students to be placed in their work sites whenever possible. Have students prepare resumes, applications and cover letters. Employers may request these materials prior to or during an interview.

FOLLOW UP

Call or visit with the student's site supervisor.

The amount of contact depends upon the type of activity. For activities that last less than a day, like job shadows or observations, a follow-up call or letter is usually appropriate. Longer activities such as mentoring, cooperative education placements, internships and practicums require ongoing contact between school and work site staff. A minimum of two contacts during a twelve-week term is considered appropriate. If concerns or problems arise, more frequent contact may be necessary.

Use follow-up contacts to check on a range of issues.

Discuss student participation and progress to concerns or problems. Ask informal, open-ended questions to help elicit information from the site supervisor about the experience.

Send an evaluation form to be completed by the site supervisor.

Evaluation forms should focus on the student's participation as well as the employer's impression of the activity and how it could be improved. The student's evaluation can be included in his/her portfolio or as part of a written report.

Have student(s) send a thank you note to employer.

If necessary, provide students with a sample thank you letter. Encourage students to personalize their letters by highlighting at least one thing that they learned or enjoyed during the experience. suggest that students ask permission to use the employer as a reference.

- Send a thank you from the school, as well. We all like to know that we are appreciated. Keep small note cards and envelopes on hand. A short, personal, hand-written note is often more valued than a letter or memo unless the letter can be placed in a personnel file. If it's not possible to write a personal note, at least send a form letter. It's great PR for next time.

- Other ways to say thanks.
    _Give certificates of appreciation
    _Conduct award or recognition ceremonies
    _Give small, inexpensive gifts such as pens or note pads with school/program name

Create an employer file.

Document all employers and the activities in which they've participated for future reference. Maintain a mailing list of organizations that are active in your program. This data base should also include the names of individual students who have worked with each organization. Recalling the experiences of past participants can be helpful when placing new students

Stay in touch with employers.

They'll be more inclined to work with you if you have a good, ongoing relationship. Some ideas: encourage student(s) to write letters some time later explaining how the experience made a difference; publish a quarterly newsletter or one page flyer sharing student/employer activities.

C. DESIGNING MARKETING TOOLS

Communication is enhanced when materials are written and designed well.
They do not have to be expensive. Attractive materials communicate a level of professionalism and help engage the reader in the message. The following five pages provide guidelines for preparing brochures, newsletters and news releases.

Scan in documents.

CHAPTER THREE: PLANNING AND IMPLEMENTATION OR DEVELOPING A WORK-BASED LEARNING SYSTEM

Successful Work-based Learning systems must be thoroughly planned. This section provides the "nuts and bolts" of planning and maintaining a successful Work-based Learning system. It offers suggestions about how to plan programs, who to involve in planning, and what key steps to take in implementing those plans.

Different work-based activities are described in detail. This section answers such questions as "What is a job shadow?" and "What do I need to do to make it work for the student?" Formal definitions, practical examples, step-by-step checklists and sample forms for each activity can be found here.

START WITH WHAT YOU HAVE AND BUILD ON YOUR STRENGTHS

It is better to build from the school-to-careers practices already in place. People need to "own" the system before they will become committed to it. If your district is already doing a great deal of community service work, then start there. To find out what is already in place, it may be necessary to survey staff and compile a simple database of program descriptions, staff managers, employers, and numbers of students involved. Invariable, there are more things going on than most people realize. A good survey will turn up practices that, with a little fine tuning, will become excellent Work-based Learning systems.

PLANNING IS ESSENTIAL TO A GOOD WORK-BASED LEARNING SYSTEM

Planning discussions might begin with the question, "Why are we doing this?" One answer is that Work-based Learning is a wonderful opportunity for schools to involve the whole community in the exciting task of integrating classroom learning with real life experiences in the world of work.

It can be very helpful from the beginning to designate one person, such as the Work-based Learning coordinator, to head a district or cone-site advisory team responsible for planning and implementing Work-based Learning. This advisory team needs the time and resources to get the job done and a clear vision of district/ cone-site goals and how to reach them.

Advisory and Steering committee members should be prepared to work in one or more of the following areas:

- ★ Curriculum Development– Creating technical and academic curricula that support career development goals.
- ★ Articulation– Establishing partnerships and linkages with educational programs beyond high school
- ★ Student Relations– Introducing the program to students and their parents, helping orient students and providing support services for program participants
- ★ Community Relations and Marketing– "Spreading the word." Informing community members and employers about the existence and potential benefits of the program and encouraging them to participate.
- ★ Work-site Development– Identifying, recommending, and helping establish work sites where students can learn and make meaningful contributions.
- ★ Strategic Planning– Evaluation program outcomes to ensure that the needs of all program participants are being met.
- ★ Staff Development– Preparing school site and work site staff members to meet the needs of students in the Work-based Learning system.

DON'T REINVENT THE WHEEL

Become knowledgeable about what others are doing. As you begin, gather information about successful work-based programs and observe good practices in action, then incorporate what you can into your own program. Collaborate with other schools or districts in your area.

Although it is important that districts develop materials that meet their own needs, it is also important to recognize the value of standardizing procedures and forms as much as possible. Standardization minimizes confusion and maximizes consistency, especially with work sites which participate in Work-based Learning program with several educational entities.

SET GOALS AND ESTABLISH TIME LINES

The Work-based Learning Activity Committee should draft a master plan and use it as a blueprint for the district to follow. Solicit input from all those who will be affected by the plan, particularly school staff, students, parents and employers. Present the master plan to the advisory committee as a starting point. Use their input to update and revise the master plan.

Establish benchmarks or objectives on a time line, so that everyone can see the project in smaller segments as well as an overall view. Assign specific, achievable tasks to subgroups and communicate about program strengths and weaknesses frequently.

SPEND TIME IDENTIFYING POTENTIAL PROBLEMS

As the program grows, increasing numbers of students, teachers and employers will be involved. Keeping up with the demands of an expanding program can be very difficult.

If your program is disorganized, you risk leaving everyone involved with a negative impression of Work-based Learning in addition to potential legal problems.

Perhaps the best advice for districts or cone-sites starting a Work-based Learning program comes from the School-to-Work Toolkit, published by Jobs for the Future, Cambridge, MA.

- Don't be overwhelmed.
- The most important thing to do is to build a community partnership.
- The information in this document is a menu, not a list of commandments.
- Expand your community's vision of the possible. Use the materials here to help a community see itself functioning differently, in a youth development partnership.
- Build on existing strengths first.
- Build long-range goals and a time line for implementing them.

Typical problem areas may include:

- Lack of training time for staff
- Opposition from within the community
- Scheduling conflicts
- Differences in expectations of various participants
- Buy-in from Administrators and Staff

INVOLVING PARTICIPANTS IN WORK-BASED LEARNING PROGRAMS

Key People– In general, Work-based Learning programs involve all or most of the following participants, depending on the Work-based Learning activity. The success of the program depends on the involvement and commitment of all participants:

A brief description of the roles and responsibilities follows. Additional responsibilities may be added to support effectiveness of the Work-based Learning programs.

Work-based Learning Coordinators Responsibilities
New Area...get material or job description. Marge or Cyndee volunteered.

School Responsibilities

In addition to providing classroom instruction that supports the Work-based Learning curriculum, educational personnel should work to encourage success by fostering the relationships between students and employer and providing support services as appropriate.

Employer Responsibilities

The primary role of the employer is to provide a safe environment in which learning can take place.

Student Responsibilities

Work-based Learning requires students to assume new responsibilities related to learning outside the classroom. Work-based Learning activities should not be considered time away from school. Rather, each opportunity is a formal learning experience. Guidelines and assigned work are used to maintain student safety and to provide the best learning experience possible.

Parent/Guardian Responsibilities

Parent/Guardian support is an integral part of any Work-based Learning experience. In addition, parent participation is required by law.

CLASSROOM ACTIVITIES: SUPPORTING WORK-BASED LEARNING EXPERIENCES

Student Self Awareness and Assessment for Placement

Successful Work-based Learning activities require that students have the opportunity to learn about their interests and skills. It is important that the school staff assist in the development of student career awareness. The following suggestions may help students identify career interests and connect them with employers:

- SEOP meetings between student, parent and school staff
- Skills and aptitude testing
- Career Information System, such as Choices or Discover
- Career Path Planner
- Occupational Outlook Handbook

Developing Learning Objectives

Learning objectives are an essential part of all Work-based Learning activities and include the major concepts to be learned and skills to be acquired. These learning objectives should be specific, achievable and measurable.

Creating Links to Classroom Learning

The Work-based Learning coordinator should collaborate with classroom teachers to facilitate connections between students' Work-based Learning experiences and their educational and career goals.

Connection Activities

Connection Activities are highly recommended for all students participating in Work-based Learning programs. These activities provide student with the opportunity to meet and discuss common job-related experiences, gain insights into the culture and environment of work, and reinforce the connections between classroom content and work-related learning. Connection activities may include:

- Peer interaction and discussion of job-related concerns and problems
- Opportunities to share successful experiences from the work site.
- Projects that provide students the opportunity to gather, evaluate and report information, both individually and in teams.
- Audio-visual media discussions, lectures or demonstrations
- Assignments that include keeping journals, preparing research papers, or developing a portfolio
- Guest speakers and panels who provide additional opportunities for students to question and interact with employers.

ASSESSING STUDENT LEARNING

Student progress and performance should be measured by the degree to which students meet their learning objectives. The assessment process should document student learning, identify strengths and weaknesses and provide strategies for improvement. Various tools may be used to accomplish this assessment including: portfolios, mentor or employer evaluations, student self evaluations and coordinator/instructor evaluations. If credit is awarded, the assessment process may also provide a basis for grading.

PROGRAM EVALUATION

Successful Work-based Learning programs require continuous review and program evaluation. A well-planned evaluation will provide the opportunity to analyze program results that will be useful for making changes or improvements in the instructional process. Program assessment information may be obtained from various individuals, including:

- ★ Current and former students
- ★ Current and former employers/work site supervisors
- ★ Teachers/Coordinators
- ★ Parents
- ★ Business/community advisory committee members

Jobs for the Future – ONGOING PROGRAM IMPROVEMENT AND EVALUATION

CHAPTER FOUR: WORK-BASED LEARNING ACTIVITIES

1. Field Studies
2. Guest Speakers
3. Job Shadowing
4. School-based Enterprise
5. Entrepreneurship
6. Mentorship
7. Clinical
8. Internship
9. Career Practicum
10. Community Service Learning
11. CA$H Registered Youth Apprenticeship
12. Teacher/Staff Internships

Field Studies

Definition:

Students visit work sites and other community-based organizations to talk with staff and observe the workplace activities and increase awareness of career options.

Objectives:

★ Relate experience to classroom curriculum
★ Develop student awareness of occupational options
★ Provide students first hand exposure to various career options
★ Expose students to all aspects of the industry

Roles & Responsibilities

Teacher

★ Plan field studies that correlate with curriculum
★ Communicate with Work-based Learning Coordinator to plan dates, times, learning objectives, etc.
★ Provide parents with information to provide learning activities from home that correlate to Work-based Learning experience
★ Communicate goals and objectives with worksite personnel
★ Identify education requirements specific to occupation(s) observed
★ Conduct classroom activities prior to and following the field study to connect the workplace experience to curriculum
★ Arrange for transportation

Administration

★ Approve, fund and support activity

Parent/Guardian

★ Provide permission and support for student
★ Discuss field study with student and help to provide relevant learning experiences from home

Student

★ Actively participate in field study activity
    ★ Prepare a list of questions for work site personnel

- ★ Think about how the careers represented in the field study do or do not relate to your personal goals and interests

Work-based Learning Coordinator

- ★ Understand field study objectives and classroom needs
- ★ Communicate goals and objectives to field study site personnel
- ★ Make arrangements with field study site
- ★ Help teacher make the connection between classroom activites, curriculum and the world of work

Employer/Site personnel

- ★ Provide information to student based on goals and objectives of classroom curriculum
- ★ Identify career options available in the field of work being observed
- ★ Provide information about the work environment, skills and education required

SETTING UP THE FIELD STUDY EXPERIENCE

Dave M. or Marles O. needs to provide this section

CONNECTING ACTIVITIES

- ♦ Classroom activities pre/post
- ♦ Parent activities See Responsibilities ?
- ♦ Employer activites
- ♦ Post secondary education connection

EVALUATION

- ★ Evaluate whether the field study met goals, objectives, and expectations of student, teachers, and site personnel
- ★ Identify things that went well and things that need to be changed or improved upon in the future
- ★ Update checklist based on above information

Job Shadowing

Definition:
A Job Shadow is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee observing daily activities and asking questions about the job and industry. Students complete written assignments before, during, and after the job shadow to help them understand and reflect on what they see, hear, and learn at the workplace. When appropriate, students do hands-on tasks at the worksite.

Objectives:

- ★ This activity best occurs during late middle, junior high and early high school.
- ★ Student begins to identify career interests
- ★ Classroom curriculum taught both before and after job shadow.
- ★ Real life connection between observations at the job shadow and curriculum.
- ★ Students discover how job options connect to their SEOP and/or career goals
- ★ Students develop and apply communication skills by interacting with and interviewing workers
  - ★ Students gain an awareness of the academic, technical, and personal skills required by particular jobs
- ★ Students receive exposure to all aspects of an industry
- ★ Students begin to navigate the community by traveling to and from the job shadow site
- ★ Job Shadowing is an unpaid experience

SETTING UP THE JOB SHADOWING EXPERIENCE

Identifying Business Partners

The first step in setting up a shadowing experience is finding employers who are willing to host students. Many districts mail interest forms to different organizations within the community to establish a pool of possible sites. Students may also identify possible sites on their own or with the help of parents. With the implementation of the UTES system in Utah schools, Work-based Learning coordinators will also be able to provide a database of employers from whom to seek out possible job shadow sites.

Making Appointments

For many students, contacting the organization and setting up dates and times to visit can be a valuable part of the learning experience and one that should be encouraged by the Work-based Learning coordinator. If the student already has a contact within the organization, encourage him or her to make connections through that person. If necessary, provide the student with the name and number of a contact person. Make sure that the Work-based Learning coordinator or school supervisor is aware of the arrangements that have been made.

Confirming Plans

Students should contact the host to confirm arrangements and answer any questions about job shadowing.

Transportation

In general, liability for injuries or accidents during transit rests with the party responsible for transportation. For example, a student is responsible if he or she drives a personally owned car, the district is responsible if students travel by public transportation, and the employer is responsible if students are transported in a company-owned vehicle. There are, however, variations in different districts and states, making it necessary for the school contact, working with the employer, to determine the standards that apply locally.

Preparing Students

Students need to be thoroughly prepared before they go out on a job shadow experience. In addition to classroom preparation that focuses on research and exploration, there are practical concerns to be addressed as well. Many districts provide students with job shadow kits that contain a combination of the following:

Training Agreements– Many districts may require a variety of permission slips for activities which take students off school property. The training agreement used for job shadowing makes sure that students, parents, and teachers are informed about the activity and are aware of their individual roles and responsibilities.

- Parents– Parents should know where their children are going and why. Some districts include permission slips at the end of an informative letter about the job shadow experience. The training agreement/permission slip should also cover transportation needs and medical emergencies.

- Teachers– It is a good idea also to give students a form on which each of their teachers can indicate that they have been informed about missed class time and provide instructions for make-up work.

Outline of dress and behavior expectations– While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues. *See legal section for more information on sexual harassment.*

Questions to ask during the visit– Students won't always know what questions to ask of their host. It may be helpful to provide students with a list of questions about career opportunities, educational requirements and job descriptions. These questions may also be used as research information in a follow-up activity or as the foundation for further exploration.

Checklist– Give students a checklist which includes everything they need to do to prepare for the job shadow. Preparing a resume, getting training agreements signed, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

Thank you letter instructions– A thank you letter to the job shadow host is very important. Many district provide student with a sample thank you letter to use as a model. Encourage students to include at least one thing they learned or one classroom lesson that was reinforced during the visit. Thank you letters should be reviewed by a teacher prior to being sent to ensure grammatical correctness, etc. (perhaps as part of a class assignment).

Evaluation materials– Ask students to evaluate their shadowing experiences. Evaluations can also be included as part of a follow-up activity in which students write or talk about their experiences.

Preparing Employers

Employers must be thoroughly prepared for the job shadowing experience. Make sure that employers are aware of everything that they are expected to do. Many districts prepare a handbook for employers which contains a combination of the following:

An overview of legal responsibilities– although the job shadow is less complicated legally than other Work-based Learning activities, there are still some legal issues that employers should be aware of. Make sure that job shadow hosts understand potential liabilities in advance. *See legal section...*

Instructions for working with young people– Many professional are unaccustomed to the unique challenges of communicating and working with young people. Remind hosts that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible. Scan and Insert Fact Sheet on Youth as inset or in appendix (NWREL booklet pg. 65, Job Shadow Guide for Staff)

Activity suggestions– If time allows, hosts should conduct mock interviews as a means of making the experience realistic for students. Hosts should also try to give students an accurate representation of the day-to-day activities of the work site by following their normal routines as much as possible.

Use of basic skills– Encourage employers to emphasize the ways in which mathematics, language, science, writing, listening and interpersonal skills are used in the workplace.

Checklists– Employers will probably find a checklist very useful. Checklist items might include: arranging parking, assigning hosts to individual students, preparing to interview students, collecting company brochures to give to students and informing other members of the organization about impending activities

Copies of student questions– Help employers to be better prepared by letting them know what kinds of questions students will be asking them.

Evaluation materials– Employer response to the job shadowing program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student performance as well as the program itself.

Provide Samples of Employer Letter, Evaluation, & Overview

CONNECTING THE CLASSROOM TO THE WORKSITE

It is important to make the job shadowing experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the shadowing experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be shadowing.
- Students write about their preconceptions and expectations for the job shadow.
- Students prepare questions to ask their hosts based on their research and writing.
- Students and teachers discuss professional standards for behavior and dress.
- Teachers emphasize practical applications of the concepts and skills they teach in class.

On-site Activities

- Students ask hosts about the ways in which different academic subjects relate to their work.
- Students observe practical applications of academic concepts
- Students ask hosts about their career paths and suggestions they have for others who are interested in the field.

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace.
- Students write a personal action plan.
- Students and teacher discuss the connections they see between classroom learning and the workplace.
- Students write, revise, and send thank you letters to employers.
- Students continue their career research in light of what they have learned during the job shadow experience.
- Evaluation forms should be completed by the student, the host, and the teacher

Student Profile:

Heber's Story

Heber identified, through his Student Education Occupation Plan, an interest in computers and business management. For his job shadow experience he arranged to spend a day with Taylor's Computer Systems in Mt. Pleasant, Utah. Prior to his visit, Heber called Mark Taylor, owner, with specific questions regarding proper dress, parking, safety issues, etc. to better prepare himself for his upcoming Job Shadow experience. He also created interview questions with his Work-based Learning coach at his alternative high school.

At the job site, Heber was given a tour and introduced to the staff. He discussed with Mr. Taylor how to prepare for a job in this industry and spent the rest of the day observing the employees work. After his shadow activity, Heber sent a letter thanking Mr. Taylor and detailing what he had learned during his visit. He also wrote a summary and evaluation for his class assignment.

As a result of this activity, Heber completed an internship with Taylor's Computer Systems and began an entrepreneur study course in order to start his own repair business.

Include sample forms, letters, checklists, etc.

Mentoring

Mentorship experiences provide opportunities for developing one-on-one relationships between students and professionals in the career fields they are exploring. Through the mentor/student relationship, students learn specific information about the world of work and develop skills related to the mentor's career field. Mentorships offer professionals a chance to make direct contact and share their insights and experiences with young people.

Definition:
A formal relationship between a student and a professional role model who provides support and encouragement to the student

Objectives:

- ★ Challenges student to perform well
- ★ Works in consultation with classroom teacher or counselor
- ★ Serves as a resource to student helping to resolve problems related to work, personal conflict or academic achievement
- ★ Assists students in becoming accustomed to rules, norms, and expectations of the workplace.

SETTING UP A MENTORSHIP EXPERIENCE

Identifying Potential Mentors

The first step in setting up a mentoring experience is finding individuals who are willing to take on the responsibility of mentoring a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible mentors. Students may also identify possible mentors on their own.

Background Checks

Because of the personal nature of the mentor/student relationship, it is necessary to take precautions to ensure student safety. The school must complete a criminal background and character reference check on each mentor prior to placing a student.

Placing Students

In most cases, the school arranges student placement in mentorship experiences. Connecting students with mentors they will be comfortable with can be difficult. One possible approach is to give the student and potential mentor an opportunity to meet and "interview" one another prior to placement. Doing this gives both parties a chance to identify potential problems before a commitment is made. Invite parents to meet with and approve of potential mentors, as well.

Some districts sponsor activities at the outset of the mentorship experience in which students and mentors have a chance to get to know one another. Retreats or other activities can serve this purpose well. A one-month trial period may also be valuable when establishing mentoring relationships. Students and mentors may be asked to evaluate the experience at the end of the first month to make sure that both parties are interested in continuing their relationship.

Arranging Schedules

The mentor and student should arrange a meeting schedule that is convenient for both of them. Meetings should take place in public settings or visible business settings for the safety of both mentor and student. It is best if the meeting time is the same each week, though some mentors' schedules may make this difficult. Two or three hours per week of meeting time is the standard arrangement. However, this, too, varies depending on the mentors' level of time commitment.

Confirming Plans

Students should contact the mentor to confirm arrangements and answer any questions about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on a mentorship experience. In addition to classroom preparation that focuses on career research and exploration, there are practical concerns to be addressed as well. Many districts provide students with a mentorship packet that contains a combination of the following:

- ★ Mentorship agreements. These agreements outline the responsibilities of both the mentor and the student, as well as the purpose of and academic expectations for the mentorship experience. The forms should be signed by the student, the mentor, and the program coordinator. Parent/guardian signature may be need for minor students.

- ★ Outline of dress and behavior expectations. While the classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of the dress code at each worksite and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.
- ★ Goals/Objective worksheet. Students should be encouraged to develop a list of goals or objectives for the mentorship experience. The list should include skills the student wants to acquire and concepts the student needs to understand. Goals and objectives can also relate to classroom work which will enrich the mentorship experience.
- ★ Checklist. Give students a checklist which includes everything they need to do to prepare for the mentorship experiences. Preparing objectives, arranging schedules and transportation (if necessary) are all possible checklist items.
- ★ Evaluation materials. Ask students to evaluate their mentorship experiences. Evaluations can also be included as part of a follow up activity in which students write or talk about their experiences.

Preparing Mentors.

Mentors must be thoroughly prepared for the mentoring experience. Make sure they are aware of everything they are expected to do. Many districts prepare a handbook for mentors which contains a combination of the following:

- ★ An overview of legal responsibilities. There are many legal issues that mentors need to be aware of, including discrimination and sexual harassment laws. Make sure that mentors understand their legal responsibilities and potential liabilities in advance.
- ★ Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communication and working with young people. Remind mentors that they will be

faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage mentors to provide as many active learning experiences as possible.

- ★ Activity suggestions. Remind mentors that the purpose of the relationship is to provide students with career-related guidance. Encourage mentors to allow students to participate in as many work related activities as possible, especially those activities which offer an opportunity to develop workplace skills.
- ★ Checklist. Mentors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing mentorship agreements, arranging student work space as appropriate, and preparing information for students about company policies and procedures.
- ★ Copies of student questions. Help mentors to be better prepared by letting them know what kinds of questions students will be asking.
- ★ Evaluation materials. Employer response to the mentorship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORKSITE

It is important to make the mentorship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the mentorship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which their mentors work.
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place.
- Students prepare questions to ask their mentors based on their research and writing.

- Students and teachers discuss professional standards for behavior and dress.
- Teachers emphasize practical applications of the concepts and skills they teach in class.

On-site Activities

- Students ask mentors about the ways in which different academic subjects relate to the work they do.
- Students observe practical applications of academic concepts

Post-experience Activities

- Students write about the differences between heir expectations and the realities of the workplace.
- Students and teacher discuss the connections they see between classroom learning and the workplace.
- Students continue their career research in light of what they have learned during the job shadow experience.

Student Profile:

Workers Compensation Fund of Utah has sponsored a mentorship program with Parkside Elementary in Murray School District. Each employee of WCF has been granted 3 hours away from the job to volunteer their time assisting with reading and math programs at the school. All grade levels have been involved and many students have benefitted from the mentoring. Employees of the Fund have enjoyed the experience and now realize how difficult teaching is. They also loved being a role model to the children. They were able to share information about their careers with the students and encourage them to gain all the education that they can to become successful.

Murray Community/Adult Education Program sponsored a grandparent mentorship program in the Murray School District. Senior citizens were partnered with different elementary schools in the district to read with first, second and third grade students. The students loved having a "grandma" or "grandpa" to be with and read along with them. Reading skills improved, friendships were created and positive role models were formulated.

Sample forms, checklists etc.

Cooperative Work Experience

Cooperative work experiences (CWE) require a three-way working relationship among an employer, the school and the student. Effective communication between all parties is essential to the development of successful CWE experiences.

Definition:
Structured work experience which integrates classroom learning with productive, structured work experience(s) which are directly related to the goals and objectives of the Student Education Occupation Plan (SEOP). Strong emphasis on coordination and integration between worksite and classroom learning. CWE can be paid or unpaid and may result in graded academic credit for students. CWE placements can extend over several terms. Students are expected to show a progressive trend. *Students must be at least 16 years of age to participate in a CWE experience.

Objectives:

- ★ Demonstrate relevancy of academic and technical skills needed on the job
- ★ Provides an opportunity to gain on-the-job knowledge and/or technical skills
- ★ Provides students with on-the-job training by a skilled employee
- ★ Outcomes are related to SEOP goals and objectives
- ★ Involves the practical application of previously studied and on-going course work

Roles and Responsibilities:

Student

- ★ Maintain a high level of attendance and performance at both the school and the work site
  - ★ Maintain a grade of "C" or higher in the class(es) required for the CWE
  - ★ Consult the Work-based Learning coordinator or supervising teacher, as well as the employer, about any concerns or problems
  - ★ Be at the work site according to the CWE agreement
  - ★ Show honesty, punctuality, cooperative attitude, proper grooming and dress, and willingness to learn

- ★ Conform to the rules, regulations, and safety standards of the training site and maintain confidentiality
- ★ Complete required assignments and furnish necessary information, reports, and time sheets
- ★ Be properly insured
- ★ Meet with designated advisor or counselor to verify graduation status

Parent

- ★ Approve and support the student's participation in the CWE
- ★ Provide or arrange for transportation
- ★ Accept responsibility and liability for student as outlined in the CWE training agreement
- ★ Verify student insurance coverage

Employer/Site Supervisor

- ★ Assume responsibility for meaningful training and a safe workplace
- ★ Consult the school supervisor regarding problems related to the work experience
- ★ Conform to state and federal labor laws.
- ★ Provide Worker's Compensation coverage for students in paid experiences
- ★ Verify and sign attendance and/or time records, as required
- ★ Work with student to coordinate work and school schedules
- ★ Evaluate student performance
- ★ Provide appropriate safety training
- ★ Verify student work site schedule

School Supervisor/Work-based Learning Coordinator

- ★ Serve as coordinator to all parties involved in the CWE
- ★ Issue grade and credit for successful completion of requirements
- ★ Ensure all written work and forms are complete and received
- ★ Coordinate related training
- ★ Conduct training site visits and/or work site contacts
- ★ Assist student in achieving educational goals as stated in the SEOP and preparing for a chosen career
- ★ Confirm graduation status prior to approval

- Complete necessary paperwork and monitor student progress in cooperation with student and work site supervisor
- Verify that safety standards are in place

SETTING UP A COOPERATIVE WORK EXPERIENCE

Identifying Potential Work Sites

The first step in setting up a CWE is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible CWE sites on their own. The CWE program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful CWE sites are a valuable resource that can be utilized over and over again.

Placing Students

Student placement in a CWE can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the CWE experience. Employers will want to interview prospective co-op students to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn CWE credit for their job experience, provided that the Work-based Learning coordinator formally approves the site.

Arranging Schedules

The school supervisor, work site supervisor and student should arrange a workable schedule. It is best if the schedules is consistent from week to week so that the work site can prepare meaningful work experiences for the student and reinforce positive work habits.

Confirming Plans

Students should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on a CWE. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a CWE handbook and/or Orientation which contains a combination of the following information:

- CWE agreements. These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the CWE experience. The forms should be signed by the student and the work site supervisor, as well as the Work-based Learning coordinator. Parent/guardian signature may be necessary for minor students.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the CWE experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the CWE supports.
- Checklist. Give students a checklist which includes everything they need to do to prepare for the CWE. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- Evaluation materials. Students will be evaluated by their work site supervisors throughout the CWE experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their CWE, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Work site supervisors must be thoroughly prepared for the CWE. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- An overview of legal responsibilities. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid CWE experiences, all parties need to be aware of federal guidelines related to unpaid work experience.
- Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- Activity suggestions. Remind work site supervisors that the purpose of CWE is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- Checklist. Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with the Work-based Learning Coordinator to insure that academic requirements are met, signing CWE agreements, arranging student work space as appropriate, and informing students about company policies and procedures.

- Evaluation materials. Employer response to the CWE program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM AND THE WORK SITE

It is important to make the CWE experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the CWE experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their supervisors and colleagues based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe and participate in practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Connection Activities/Orientation

Connection activities provide students with opportunities to better understand their CWE and enhance their learning. Connection activities schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives

- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification
- Term projects in which students extend beyond the CWE through in-depth investigation
- Career exploration activities, including informational interviewing and research on continuing educational opportunities

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the CWE

EVALUATION

Successful Work-based Learning programs require continuous review and program evaluation. A well-planned evaluation will provide the opportunity to analyze program results that will be useful for making changes or improvements in the instructional process.

Use page 27 from Oregon Manual. Job for the Future Toolkit

Student Profile:

Brandi is a graduate of Dixie High School in St. George, Utah. She came to the CWE program (Career Practicum) during the middle of her junior year of high school. Her goal was to work with animals and she had made the decision to become a veterinarian. She contacted a local vet and arranged to work for him as part of the Career Practicum program and learn the basic skills needed for her goals. Brandi was released from school for one class period every day to go to work and during the summer, she continued to work full time for the doctor. As her senior year began, Brandi enrolled in the Health Occupations class and for two periods of Career Practicum. This allowed her to leave school every day at 1:30 to go to work. She continued to care for recovering animals, but was also assisting the doctor during surgery as he needed her. This experience has helped Brandi to make plans to continue her veterinary education and she is now considering certification as a Vet Tech... with the doctor's help.

INTERNSHIP

Definition:
Student Internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships may or may not be paid experiences.

Objectives:

- ★ Involves the practical application of previously studied theory or related curriculum.
- ★ Strong emphasis on coordination and integration between worksite and classroom learning.
- ★ Provide student with opportunities for first hand experiences in a professional work setting
- ★ Allow students to explore career options in a particular field of work
- ★ Uses a combination of course work and part-time work experience for which school credit/outcome verification is awarded.
- ★ Use written training agreements to outline what students are expected to learn and demonstrate at the worksite and what employers are expected to provide.

Roles and Responsibilities:

Student

- ★ Maintain a high level of attendance and performance at both the school and the work site
  - ★ Maintain a grade of "C" or higher in the class(es) required for the Internship
  - ★ Consult the Work-based Learning coordinator or supervising teacher, as well as the employer, about any concerns or problems
  - ★ Be at the work site according to the Internship agreement
  - ★ Show honesty, punctuality, cooperative attitude, proper grooming and dress, and willingness to learn
  - ★ Conform to the rules, regulations, and

safety standards of the training site and maintain confidentiality

- ★ Complete required assignments and furnish necessary information, reports, and time sheets
- ★ Be properly insured
- ★ Meet with designated advisor or counselor to verify graduation status

Parent

- ★ Approve and support the student's participation in the Internship
- ★ Provide or arrange for transportation
- ★ Accept responsibility and liability for student as outlined in the Internship training agreement
- ★ Verify student insurance coverage

Employer/Site Supervisor

- ★ Assume responsibility for meaningful training and a safe workplace
- ★ Consult the school supervisor regarding problems related to the work experience
- ★ Conform to state and federal labor laws.
- ★ Provide Worker's Compensation coverage for students in paid experiences
- ★ Verify and sign attendance and/or time records, as required
- ★ Work with student to coordinate work and school schedules
- ★ Evaluate student performance
- ★ Provide appropriate safety training
- ★ Verify student work site schedule

School Supervisor/Work-based Learning Coordinator

- ★ Serve as coordinator to all parties involved in the Internship
- ★ Issue grade and credit for successful completion of requirements
- ★ insure all written work and forms are complete and received
- ★ Coordinate related training
- ★ Conduct training site visits and/or work site contacts
- ★ Assist student in achieving educational goals as stated in the SEOP and preparing for a chosen career
- ★ Confirm graduation status prior to approval

- ★ Complete necessary paperwork and monitor student progress in cooperation with student and work site supervisor
- ★ Verify that safety standards are in place

SETTING UP AN INTERNSHIP

Identifying Potential Work Sites

The first step in setting up an internship experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible internship sites on their own. The internship program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Placing Students

Student placement in internship experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the internship experience. Employers will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn internship credit for their job experience, provided that the Work-based Learning coordinator formally approves of the site.

Arranging Schedules

The Work-based Learning Coordinator or school supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the student, and reinforce positive work habits.

Confirming Plans

Students should contact the work site supervisor to confirm arrangements and answer any questions he may have about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on an internship experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with an internship handbook and/or orientation which contains a combination of the following information:

- Internship agreements. These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the internship experience. The forms should be signed by the student and the work site supervisor, as well as the program coordinator.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the internship experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the internship experience supports.

- Checklist. Give students a checklist which includes everything they need to do to prepare for the internship experience. Preparing resumes, developing objectives, contacting employers, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- Evaluation materials. Students will be evaluated by their work site supervisors throughout the internship experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their internship experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Work site supervisors must be thoroughly prepared for the internship experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- *An overview of legal responsibilities*. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid work experiences, all parties need to be aware of federal guidelines related to unpaid work experience.

- *Instructions for working with young people*. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- *Activity suggestions*. Remind work site supervisors that the purpose of the internship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- *Checklist*. Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about company policies and procedures.

- Evaluation materials. Employer response to the internship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the internship experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the internship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Connection Activities/Orientation

Connection activities or orientations provide students with opportunities to better understand their internship experiences and enhance their learning. Connection activities schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives

- Reflective assignments, such as weekly logs and journals
- Education on workplace issues
    - Sexual harassment
    - Workplace basics
    - Managing conflict
    - Responding to criticism
    - Labor laws
    - Discrimination
    - Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the internship experience

EVALUATION

Successful Work-based Learning programs require continuous review and program evaluation. A well-planned evaluation will provide the opportunity to analyze program results that will be useful for making changes or improvements in the instructional process.

Use page 27 from Oregon Manual. Job for the Future Toolkit

Student Profile:

Brandon, a senior at Hillcrest High School, is an intern with Citadel Communications, which is a company that runs five different radios stations. Brandon actually arranged for his own internship and started during the summer. Brandon's interest is focused on being a sound technician. He works at Hillcrest as one of their sound/audio technicians for the different theater productions. Brandon says this has been a beneficial experience because he has been able to add to what he has learned here at school. At The end of his internship he was offered a paid job with Citadel.

CLINICAL WORK EXPERIENCE

Definition:
Clinical experiences are different from other structured work experiences in that they require on-site supervision by a certified teacher or faculty member. These experiences usually take place in medical settings, where students have opportunities to practice the skills they have learned in the classroom. A structured practical application of previously studied theory; a combination of course work and part-time work experience.

Objectives:

- ★ Exposure to situations and settings that might be encountered in the work place
- ★ Successful completion of clinical experiences may qualify student for industry and state certification.
- ★ May receive credits that may apply toward a professional degree.
- ★ Provide opportunity for relevant hands-on experience

Roles and Responsibilities

Student

Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook which contains a combination of the following:

- Structured work experience agreements. These agreements outline the responsibilities of both the faculty supervisor and the student, as well as the purpose of and academic expectations for the clinical work experience. The forms should be signed by the student, the faculty supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the clinical experience supports. See pages ??? of Appendix for sample forms.

- Checklist. Give students a checklist which includes everything they need to do to prepare for the clinical experience. Preparing resumes, developing objectives, contacting work site representatives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items. See pages ??? for sample.

- Evaluation materials. Students will be evaluated by their faculty supervisors throughout the clinical work experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their clinical work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Teacher/Work-based Learning Coordinator
Faculty supervisors must be thoroughly prepared for the clinical experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for faculty supervisors which contains a combination of the following:

- An overview of legal responsibilities. There are many legal issues that faculty supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that faculty supervisors and work site representatives understand their legal responsibilities and potential liabilities in advance.

- Activity suggestions. Remind faculty supervisors that the purpose of the clinical experience is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- Checklist. Supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures.

- Evaluation materials. Employer response to the clinical experience program is essential for maintaining a successful operation. Provide faculty supervisors with forms on which they can evaluate student participation, as well as the program itself.

Parent
Parents should be aware of insurance and transportation issues and cooperate with school supervisor/Work-based Learning Coordinator in completion of all necessary forms and paperwork.

Work-based Learning Coordinator
Work-based Learning Coordinator may assist as employer liaison

Employer/Work Site Staff
Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training

limitations of these students, and avoid putting them in situations that could prove dangerous to themselves or others.

SETTING UP A CLINICAL WORK EXPERIENCE

Identifying Potential Work Sites

Most clinical work experience programs have ongoing relationships with local health care organizations. Supervising faculty members can be very useful in helping to set up these experiences

Placing Students

Student placement in clinical experiences is generally arranged by the school. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the clinical work experience. Work site staff members will want to interview prospective interns to ensure a good match. Programs may allow students who are already employed at a job in a clinical setting to earn credit for job experience related to their course of study after it has been formally approved as a clinical experience site.

Arranging Schedules

The faculty supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful work experiences for the student, and reinforce positive work habits.

Confirming Plans

A program representative should contact a work site representative to confirm arrangements and answer any questions he may have about the program. For clinical experiences, coordinators should check to see if the school district needs to carry additional liability insurance.

Legal Issues

All state and federal child labor laws must be followed for students under the age of 18. These requirements are outlined in the Legal Issues chapter of this manual.

Insurance

The following insurance considerations should be understood by parents, school administrators and employers:

- Health/Life Insurance. Provided by student's family; however, employers are responsible for offering coverage for students in paid work experiences if similarly classified employees are eligible for these benefits.
- Automobile Accident Insurance. Provided by the student/parent (for travel to and from work site) unless transportation is provided by the district.
- Accident/Liability Insurance. Insurance for personal injury or property damage should be carried by the employer, school district, and family. Additional liability (malpractice) insurance may be advisable in the health care field.
- Worker's Compensation. Students participating in paid work site experiences are covered by worker's compensation and may be covered by the school district's policy or the employer. Student participating in no-paid work site experiences are not covered by worker's compensation, but if injured at the work site may be covered by the school district or business's liability insurance and/or their family insurance.
- Medical Treatment Waiver. Parents sign a waiver for student's participation in a Work-based Learning experience.

Sources of Funding

Possible sources of funding for clinical work experiences include: local schools, the Utah State Office of Education, Vocational-Technical Education, Tech Prep, School-to-Careers, local business and industry, etc.

Training Agreement/Plan

Agreements that outline the responsibilities of all parties and describe the school site and work site competencies to be attained are signed by the student, parents, school coordinator, and employer.

Transportation

Students and parents should provide transportation. Ins some cases, the school or school district may make transportation arrangements for students to and from the work site.

CONNECTING THE CLASSROOM TO THE WORK

SITE

It is important to make the clinical experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their supervisors based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Students practice skills that will be needed on the work site
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Connection Activities/Orientation

Connection activities and/or orientation provide students with opportunities to better understand their clinical experiences and enhance their learning. Connection activities schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques (resume writing and interviewing skills)
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism
- Workplace skills and techniques related to student placements

- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the clinical experience

Evaluation

Work site evaluation of the student's performance is conducted by the employer and discussed with the student by the employer and school supervisor/work-based learning coordinator to assess progress towards attainment of established competencies. School personnel are on-site during the entire experience to monitor the student's progress.

Student Profile:

Brook is a student at Brighton High School. She has been trying to decide what she wants to be when she grows up and has focused on the Health Sciences field for her exploration. During the past year, Brook has participated in the dental assisting program at JDTC which she heard about from friend. She felt this would be a good experience and would help her to find out if dental hygiene would be a good career for her. Through her participation in the program she has been able to complete a 120 hour clincial experience. Brook says that the clinical was the most beneficial part of the class. She was able to work with Dr. Black and his staff in their office, assisting with many different procedures, such as composites, sealants, cementing crowns, and extracting teeth. Brook has enjoyed this learning experience and it has given her a greater look into the dental health field as a career. She has gained visual and hands-on experience as a result of the time and opportunity Dr. Black and his staff have given her.

COMMUNITY SERVICE LEARNING

Definition:

Community service learning experiences consist of volunteer work in non-profit or public community organizations. The purpose of these experiences is the development of the student's sense of community involvement, in addition to skills and knowledge common to other structured work experiences. Community Service Learning consists of thoughtfully organized community service work activities that meet actual community needs. It is any thoughtfully organized service work project aimed at providing positive activities to real problems and developing real solutions withing the community.

Objectives:

- This activity should occur in late middle/junior high and early high school.
- Goal oriented; students play an active role in learning.
- Student experiences positive outcomes such as increased motivation, skill development, and positive self-image
- Classroom curriculum exercises conducted prior to and following the job shadow to connect experience to course work.
- Educate the student of occupational options relating to their SEOP and/or career goals.
- Provides needed services to community
- Student develops a broader range of interpersonal skills through diverse activities

Roles and Responsibilities

Student

Students need to be thoroughly prepared before embarking on a clinical work experience. In addition to classroom preparation that focuses on skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a clinical work experience handbook which contains a combination of the following:

- Structured work experience agreements. These agreements outline the responsibilities of both the faculty supervisor and the student, as well as the purpose of and academic expectations for the clinical work experience. The forms should be signed by the student, the faculty supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the clinical work experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Goals and objectives should relate directly to classroom work and career development activities which the clinical experience supports.

- Checklist. Give students a checklist which includes everything they need to do to prepare for the clinical experience. Preparing resumes, developing objectives, contacting work site representatives, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- Evaluation materials. Students will be evaluated by their faculty supervisors throughout the clinical work experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their clinical work experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Teacher/Work-based Learning Coordinator
Faculty supervisors must be thoroughly prepared for the clinical experience. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for faculty supervisors which contains a combination of the following:

- An overview of legal responsibilities. There are many legal issues that faculty supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that faculty supervisors and work site representatives understand their legal responsibilities and potential liabilities in advance.

- Activity suggestions. Remind faculty supervisors that the purpose of the clinical experience is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- Checklist. Supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work schedules with work site representatives, and informing students about work site policies and procedures.

- Evaluation materials. Employer response to the clinical experience program is essential for maintaining a successful operation. Provide faculty supervisors with forms on which they can evaluate student participation, as well as the program itself.

Parent
Parents should be aware of insurance and transportation issues and cooperate with school supervisor/Work-based Learning Coordinator in completion of all necessary forms and paperwork.

Work-based Learning Coordinator

Work-based Learning Coordinator may assist as employer liaison

Employer/Work Site Staff
Work site staff members should be aware of the presence and needs of students involved in clinical work experiences, and should be encouraged to provide support when appropriate. Work site staff members should be aware of the abilities and training limitations of these students, and avoid putting them in situations that could prove dangerous to themselves or others.

SETTING UP A COMMUNITY SERVICE LEARNING EXPERIENCE

Identifying Potential Work Sites

For more detailed information on this subject, see the Marketing and Work Site Development section of this manual.

The first step in setting up a community service learning experience is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible community service learning sites on their own. The community service learning program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again.

Placing Students

Student placement in community service learning experiences can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the community service learning experience. Organization staff will want to interview prospective volunteers to ensure a good match. Programs may allow students who are already involved with an organization that provides community service relevant to their studies to earn community service learning credit for their volunteer experience.

Arranging Schedules

The work site supervisor and student should arrange a work schedule that is convenient for both of them. It is best if the schedule is consistent from week to week, so that the work site can prepare meaningful community service experiences for the student and reinforce positive work habits.

Confirming Plans

The student should contact the work site supervisor to confirm arrangements and answer any questions he/she may have about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on a community service learning experience. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, there are practical concerns to be addressed as well. Many districts provide students with a community service learning experience handbook which contains a combination of the following:

- Structured work experience agreements. These agreements outline the responsibilities of both the work site supervisor and the student, as well as the purpose of and academic expectations for the community service learning experience. The forms should be signed by the student, the work site supervisor, and the program coordinator. Parent/guardian signatures may be required for minor students.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives worksheet. Students, work site supervisors and program coordinators need to work together to develop a list of goals and objectives for the community service learning experience. The list should include skills the student needs to acquire and/or practice and concepts the student needs to understand

and apply. Goals and objectives should relate directly to classroom work and career development activities which the community service learning experience supports.

- Checklist. Give students a checklist which includes everything they need to do to prepare for the community service learning experience. Developing objectives, contacting organization staff, arranging schedules and transportation (if necessary) and doing background research are all possible checklist items.

- Evaluation materials. Students will be evaluated by their work site supervisors throughout the community service learning experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their community service learning experiences, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Work site supervisors must be thoroughly prepared for the community service learning experience, as well. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- An overview of legal responsibilities. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance.

- Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- Activity suggestions. Remind work site supervisors that the purpose of the community service learning is to provide students with an environment where learning can take place in the context of community service. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- Checklist. Work site supervisors will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with program coordinator to insure that academic requirements are met, signing structured work experience agreements, arranging student work space as appropriate, and informing students about organization policies and procedures.

- Evaluation materials. Employer/student response to the community service learning program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM TO THE WORK SITE

It is important to make the community service learning experience meaningful by connecting it to classroom learning. Connecting activities can take many forms, and should take place at all stages of the experience.

Pre-experience Activities
- Students research the general career fields and specific organizations in which their service experiences take place
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their colleagues based on their research and writing
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Connection Activities/Orientation

Connection activities/orientations provide students with opportunities to better understand their community service learning experiences and enhance their learning. Connection activities/orientation schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as: Sexual harassment, Workplace basics, Managing conflict, Responding to criticism, Labor laws, Discrimination, Professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the community service learning experience

EVALUATION

Work site evaluation of the student's performance is conducted by the employer and discussed with the student by the employer and school supervisor/work-based learning coordinator to assess progress towards attainment of established competencies. School personnel are on-site during the entire experience to monitor the student's progress.

Profile

Use Debbie's Escape Club....DOE "Service to Learn" for Ideas

Forms
Use Nebraska VIII 128-133

REGISTERED APPRENTICESHIP OR CA$H (Career Apprenticeship Starts Here)

Definition:

The CA$H program offers high school students the combination of on-the-job and classroom training in their chosen career area. CA$H is open to students 16 years of age or older. A structured work experience which combines paid, on-the-job training with related classroom training which is sponsored by an employer or labor apprenticeship committee and approved by the Bureau of Apprenticeship and Training. Registered apprenticeships requires 2,000 hours or more of training and a minimum of 144 hours of related classroom instruction each year. CA$H bridges the gap between the educational system and the world of work by blending classroom instruction with practical experience supervised by a journey man on the worksite.

Objectives:

- ★ Student receives nationally recognized certification upon completion.
- ★ Employer and employee develop training program together.
- ★ Provides structured and formalized training.
- ★ All apprentices are paid according to a progressive wage scale.
- ★ Student and employer are registered with the Department of Labor, Bureau of Apprenticeship and Training.
- ★ Most apprenticeships require related instruction and OJT beyond high school.

Criteria for Apprenticeable Occupations:

- Student must be at least 16 years of age
- Skills are customarily learned in a practical way through a structured, systematic program of on-the-job supervised training
- Must be clearly defined and commonly recognized throughout an industry
- Involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job training experience

- Requires related instruction to supplement the practical experience.

SETTING UP A CA$H REGISTERED APPRENTICESHIP

Identifying Potential Work Sites

For more detailed information on this subject, see the Marketing and Work Site Development section of this manual.

The first step in setting up a Registered Apprenticeship is finding individuals and organizations who are willing to take on the responsibility of working with a student. Many districts mail interest forms to different organizations within the community to establish a pool of possible work sites. Students may also identify possible Apprenticeship sites on their own. The CA$H program depends on the maintenance of a pool of potential work sites that match up with student educational and career objectives. Successful work sites are a valuable resource that can be utilized over and over again. The occupation must also be apprenticeable, as outlined above.

Placing Students

Student placement in a CA$H apprenticeship is critical. Students must recognize the career implications of an apprenticeship. Placement can be arranged by either the school or the student. Connecting students with work sites that will meet their needs and provide relevant experiences is the most important aspect of planning the Apprenticeship experience. Employers will want to interview prospective apprentices to ensure a good match. Programs may allow students who are already employed at a job relevant to their studies to earn Apprenticeship credit for their job experience, provided that the Work-based Learning coordinator formally approves the site.

Arranging Schedules

The CA$H coordinator, the employer sponsor and student should arrange a work schedule that is convenient for them. It is best if the schedules is consistent from week to week so that the work site can prepare meaningful work experiences for the student and reinforce positive work habits. Ideally, the student should attend related-instruction for one-half of the day and work the other half.

Confirming Plans

Students should contact the Work-based Learning/CA$H Coordinator to confirm arrangements and answer any questions he/she may have about the program.

Preparing Students

Students need to be thoroughly prepared before embarking on an apprenticeship program. In addition to classroom preparation that focuses on career research and exploration and skills that will be applied at the work site, they must be aware of the formal agreement between themselves and the employer/sponsor. Students should be made aware of the following information.

- Apprenticeship Agreement is the document which outlines the responsibilities of both the employer/ sponsor and the student, as well as the related instruction requirements. The forms are required to be signed by the employer/sponsor, the student and their parent or guardian.

- Outline of dress and behavior expectations. While classroom preparation for career exploration activities usually covers this information, it never hurts to reinforce the message that dress and behavior standards in the workplace are different than those at school. Remind students that they are representing the program and the school, as well as themselves. The coordinator should be aware of dress code at each work site and discuss appropriate attire with students. Students should also be informed about sexual harassment issues.

- Goals/Objectives Standards. The CA$H coordinator and the employer/sponsor work together to develop a list of goals and objectives for the Apprenticeship experience. These standards should include skills the student needs to acquire and/or practice and concepts the student needs to understand and apply. Standards also include an outline of the wage scale, work processes, and related training hours that are required to be included in the program. Students must be aware of the objectives and responsibilities in the training outline.

- Evaluation materials. Students will be evaluated by their work site supervisors throughout the

Apprenticeship experience. Provide students with copies of the evaluation forms so that they can be informed about the basis of their evaluations. Ask students to evaluate their CWE, as well. Students should be encouraged to write or talk about their experiences as a means of better understanding what they have learned. Student evaluations of the program can also be helpful as an element of ongoing program improvement.

Preparing Work Site Supervisors

Employer/sponsors must be thoroughly prepared for the CWE. Make sure that they are aware of everything that they are expected to do. Many districts prepare a handbook for work site supervisors which contains a combination of the following:

- An overview of legal responsibilities. There are many legal issues that work site supervisors need to be aware of, such as safety concerns and child labor, discrimination and sexual harassment laws. Make sure that work site supervisors understand their legal responsibilities and potential liabilities in advance. For unpaid Apprenticeship experiences, all parties need to be aware of federal guidelines related to unpaid work experience.

- Instructions for working with young people. Many professionals are unaccustomed to the unique challenges of communicating and working with young people. Remind work site supervisors that they may be faced with student attitudes and expectations that may seem unrealistic in the workplace. Encourage hosts to provide as many active learning experiences as possible.

- Activity suggestions. Remind work site supervisors that the purpose of Apprenticeship is to provide students with an environment where learning can take place. Encourage supervisors to allow students to participate in as many learning activities as possible, especially those activities which offer an opportunity to develop workplace skills.

- Checklist. Employers will probably find a checklist very useful. Checklist items might include: arranging meeting times, planning with the Work-based Learning

Coordinator to insure that academic requirements are met, signing Apprenticeship agreements, arranging student work space as appropriate, and informing students about company policies and procedures.

- Evaluation materials. Employer response to the Apprenticeship program is essential for maintaining a successful operation. Provide employers with forms on which they can evaluate student participation, as well as the program itself.

CONNECTING THE CLASSROOM AND THE WORK SITE

In a registered apprenticeship program, students must attend a minimum of 144 hours of related classroom instruction each year of their apprenticeship. Related instruction can be received from local colleges, Universities, or Applied Technology Centers/Service Regions. In addition to this formal classroom training, connecting activities can take many forms, and should take place at all stages of the Apprenticeship experience.

Pre-experience Activities

- Students research the general career fields and specific organizations in which they will be working
- Students write about their preconceptions and expectations related to the organization in which their experiences will take place
- Students prepare questions to ask their supervisors and colleagues based on their research and writing
- Students and teachers discuss professional standards for behavior and dress
- Teachers emphasize practical applications of the concepts and skills they teach in class

On-site Activities

- Students learn actual job skills by participating in work-related activities
- Students observe and participate in practical applications of academic concepts
- Students work toward achieving individual goals and objectives

Connection Activities/Orientation

Connection activities provide students with opportunities to better understand their Apprenticeship experiences and enhance their learning. Connection activities schedules can vary from three meetings per term to as often as once a week. Curriculum can include:

- Job search skills and techniques, such as resume writing and interviewing skills
- How to develop goals and objectives
- Reflective assignments, such as weekly logs and journals
- Education on workplace issues such as sexual harassment, workplace basics, managing conflict, responding to criticism, labor laws, discrimination, and professionalism
- Workplace skills and techniques related to student placements
- Guest speakers
- Round-table discussions
- Collaborative learning activities
- Values clarification
- Term projects in which students extend beyond the Apprenticeship experience through in-depth investigation
- Career exploration activities, including informational interviewing and research on continuing educational opportunities

Post-experience Activities

- Students write about the differences between their expectations and the realities of the workplace
- Students and teachers discuss the connections they see between classroom learning and the workplace
- Students continue their career research in light of what they have learned during the Apprenticeship experience

Profile:

Box Elder High School students have the opportunity to "Earn While You Learn." A great way to learn valuable and employable skills is through a registered apprenticeship. What is an apprenticeship you ask? Well, it is structured On-the-Job-Training which has been approved by an employer and the Bureau of Apprenticeship Training. As you gain in skill and knowledge, you'll be given greater job responsibilities and your paycheck will notice an increase as well.

One student at Box Elder High School that has entered an apprenticeship is Russell Deem. He has been a Cabinetmakers Apprentice for one year and loves what he is doing. Russell is employed by Anvil Construction and is considering a career in the construction field. His apprenticeship has given him the opportunity to work in a field that would otherwise be closed to him until he turns eighteen. Russell reports that he looks forward to the guaranteed raise that he gets when he completes the specified number of training hours required. Anvil construction sees the benefit of having employee's complete apprenticeships because they know that their people are well trained for the skills required to produce a quality product. They also feel that they will keep their employees longer which will reduce their operation costs. Both Russell and Anvil Construction benefit from the apprenticeship program.

Russell feels that his apprenticeship has not only helped him to learn cabinetmaking, but has helped him to plan for his future employment and education. This has helped him to build his resume and has helped him to decide on getting further education in the Field of Architecture. At the end of his apprenticeship Russell will be considered a Journeyman Cabinetmaker and can use that skill to support a career in that field, or give him insight as an Architect.

Faculty Staff Internship

Definition:
An educational experience at a work site which involves actual participation in the function of a business for the purpose of individual study, skill development, professional growth, and awareness of business/industry trends.

Objectives:

- ★ Teachers may work at a particular job to learn specific skills.
- ★ Teachers may rotate throughout the firm to learn all aspects of the industry in which they are employed.
- ★ May be paid or unpaid.
- ★ May offer re-certification or college credit.
- ★ May last from part of one day to two weeks or more.

Teacher Profile:

By Jennifer P Covington, Business & Marketing Teacher, Murray High School

I can honestly say that my internship at Worker's Compensation Fund of Utah was the best education experience I have had a s a teacher. The ideas I learned there were far more valuable than any methods classes I took in college to obtain my degree. I think that we as education get so caught up in "teaching" that we fail to realize what it is like out there in the "real" world. I really feel that we are doing a disservice to our students by not preparing them to leave high school with the skills needed to survive in the workplace. Through m internship, I was able to observe what skills my students need to have to be a successful employee. I had the opportunity to talk with employees and employers and find out what they wish they had learned in high school to prepare them for their jobs. I also had the opportunity to work in several different departments which enabled me to actually have "hands-on" experience in the skills that are required. I firmly believe that each teacher should be required to spend a minimum of one week in a business each year so that they can get a realistic view of what skills students need to be getting out of their high school courses.

By Kay Morgan, Occupational Food and Foods Teacher, Murray High School

I had the wonderful opportunity to intern at The New Yorker. It is a private club restaurant in the heart of downtown Salt Lake City. It is a very exclusive gourmet restaurant. Wil Meyer, the had chef at the club, was most cordial with me. I started the occupational food program at Murray with little to no experience in the field. My degree in home economics was the only thing I had to rely on. I have done very well with the program and had a lot of interest from the kids at the school but always felt of need to improve my own skills in order to better prepare my students. This experience was exactly what I needed. I had the opportunity to do the prep work with foods, understand the buying and ordering, act as a souse chef and work hand in hand with Wil as the head chef. I bussed tables, served and cleaned up. It was the most comprehensive two week course I have ever had. I found that I could hardly wait for school to begin so that I could share with my students what I had learned. I have learned the art of garnishment and have focused on that this year at school. The students have loved learning new ways to make a dish not only taste good but look good as well. The quality of work and the presentation of the work at Spartan Cove, our in-house restaurant, has improved markedly. The internship has been the most helpful thing that I Have done for myself and for my students in all the years that I have been teaching. This summer I am going back to The New Yorker at my own expense because I feel the need to continue to improve the quality of material I give my kids. I want the class time I spend with my kids to be relevant to the real world and for them to leave Murray High School knowing that the material they received was the most current in the job market available.

CHAPTER FIVE: LEGAL ISSUES

Providing Protection for All

The Work-based Learning component of school-to-work programs moves students outside the confines and safety net of the school district building and grounds. With Work-based Learning opportunities come additional legal concerns and responsibilities.

It is essential that educators and employers become knowledgeable about laws governing students in the workplace. A signed contract between the Work-based Learning site and the school is a necessity for the protection of both parties. Many agencies and reference materials are available to help you define and carry out your obligations. Know your own district policies regarding student safety and security and your legal obligations and responsibilities. Be familiar with district insurance and supervision policies, as well.

Every contract/agreement used for Work-based Learning student participation should state that the employer has an obligation to maintain a safe working environment including protection from discrimination and sexual harassment. The contract/agreement should also contain a statement that the school has the right to immediately terminate the student Work-based Learning if there is a breach of stipulated obligations.

SENATE BILL 28

SENATE BILL 28 (See Appendix) and what it means to Employers...

(For additional information, please refer to the Utah Employer's Handbook in the Appendix.)

The STWOA does not change the employer's risk of liability. Therefore, an employer's liability as a school-to-work partner is no different from that which already exists. There is an important distinction depending upon whether the student is an employee or non-employee (unpaid Intern).

Under Utah Senate Bill 28, if the student is an employee, and an injury arises out of the scope of employment, the employee's exclusive remedy is workers' compensation. However, if the student is a non-employee and is injured during the scope of the internship placement, they are considered to be a volunteer government worker of the sponsoring school, solely for the purpose of receiving worker's compensation medical benefits. As such the students exclusive remedy is the government institution's worker's compensation. The fact that the employer is participating in a school-to-work program does not increase the employer's liability, nor enable the non-employee (unpaid Intern) to seek workers' compensation from the employer.

When Is A Work-based Learning Student Considered To Be An Employee?

The School to Work Opportunities Act (STWOA) says that a student will not be considered an employee if all the following criteria are met:

1) The student receives ongoing instruction at the employer's work site and receives close on-site supervision throughout the learning experience, with the result that any productive work the student would perform would be offset by the burden to the employer from the training and supervision provided.

2) The placement of the student at the work site during the learning experience does not result in the displacement of any regular employee.

✓ The student is not entitled to a job at the conclusion of the learning experience (although employers should not be discouraged from offering employment to successful graduates).

3) The employer, student, and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience (although a student may receive a stipend for expenses such as books or tools).

If all the above criteria are met, no employment relationship exists, and Federal Labor Standards Act (FLSA) does not apply except for the section on Hazardous Occupations. (See Appendix A) Under these conditions, the student need not be paid wages. The student may be given a stipend, but the stipend may not be used as a substitute for wages.

If the internship does not meet all requirements to qualify as an unpaid intern, the student will be considered an employee and will be subject to Utah and Federal Labor Standards Act (FLSA) regulations.

This means they must be paid at least minimum wage, receive no less than 11/2 times the regular rate of pay for each hour of overtime (work in excess of 40 hours a week, and be employed in accordance with child labor laws.

When a student is considered an employee, no waivers of the FLSA are permitted under the STWOA. Instead, students are treated the same as any other working minors. If the student is subject to FLSA and state regulations, and the two provisions conflict, always apply the more restrictive provision. For example, if the FLSA's minimum wage laws and the Utah minimum wage laws are not the same, you should pay the higher wage.

Utah Senate Bill 28 and Utah State Board Rule 277-915 - Work-based Learning for Interns. Intern, for the purpose of this rule and bill only, has special meaning. Intern means a student enrolled in a school-sponsored work experience and career exploration program under Section 53A-28-102 (or 53B-16-402 for a student sponsored by an institution of higher education) involving both classroom instruction and work experience with a cooperating employer, for which the student receives no compensation.

Senate Bill 28 states a student will not be subject to an employer's worker's compensation benefits if the student is in fact an intern under the definition of the bill. An intern, again as defined in the bill, is considered to be a volunteer government worker of the sponsoring school, solely for the purpose of receiving worker's compensation medical benefits.

Rule 277-915 further states that for students to be interns the district that establishes a Work-based Learning program shall establish a policy for the program's activities which provides procedures and criteria for at least the following issues:

1. training for student interns, student intern supervisors, and cooperating employers regarding health and safety procedures in the workplace;

2. standards and procedures for approval of off-campus work sites;
3. transportation options for students to and from the work site;
4. appropriate supervision by employers at the work site;
5. adequate insurance coverage provided either by the student, the program or the school district;
6. appropriate supervision and evaluation of the student by the local education agency; and

7. appropriate involvement and approval by the student's parents in the work-based intern (as defined by state law)program.

To the Employer: The School District(s) involved with your local partnership should have this policy in place for the students learning at your work-site to be considered unpaid interns according to Utah law. Contact your Work-based Learning coordinator to get a copy of their district's Work-based Learning Policy and Procedures.

A. AFFIRMATIVE ACTION

An affirmative action statement at the bottom or on the back of your contract/agreement is highly recommended.

Under Federal Executive Order 11246 as amended, protected minority groups are defined as African Americans, Asian Americans, Hispanic Americans, and Native Americans. Women are also designated as a protected group. The protected groups are those persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Affirmative employment efforts are also required for disabled and Vietnam era veterans as well as persons with disabilities. See Appendix, page ???, for Utah State Office of Education policy.

B. AMERICANS WITH DISABILITIES ACT

All aspects of the Americans with Disabilities Act (ADA) were to be implemented by July 26, 1994, with the exception of those governing rail systems transportation service. All employers with 15 or more employees must comply with ADA requirements. Below is a basic outline of ADA requirements most directly affecting Work-based Learning.

GENERAL

- All government facilities, services and communications must be accessible consistent with the requirements of sec. 504 of the Rehabilitation Act of 1973.

- Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.

- Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

AUXILIARY AIDS

- Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.

- Companies offering telephone service to the general public must offer telephone relay service to individuals who use telecommunication devices for the deaf (TDD's) or similar devices.

PHYSICAL BARRIERS

- Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable. For example, in a small business with marginal profits, installing automatic doors might be an undue economic hardship or very difficult structurally. A sign stating that help is immediately available to open the doors with a reachable/ accessible buzzer is adequate.

- All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible. Elevators are generally not required in buildings under 3 stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or professional office of a health care provider.

- Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.

EMPLOYMENT

- Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.

- Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.

- Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.

- Employers do not need to provide accommodations that impose an "undue hardship" on business operations. Undue hardship is generally defined as excessive or disproportionate costs compared to the organizations ability to pay. It may also include other situations such as structural modifications which cannot safely be made to the building or would radically impose on the historical status or use by other occupants of the building or accessability of other primary users of the equipment.

BENEFITS OF ADA TO EMPLOYERS

- Allows employers to expand their labor pool and workforce to include qualified persons with disabilities.

- Resources are available to provide employers with information and skill to assist in managing and maintaining all persons within a diverse workforce.

- Assists in the retention of workers who acquire disabilities on the job.

- Possible tax break to small employers.

C. CHILD LABOR

The following is a summary of Utah child labor laws: (is there such thing? Or Federal)

The following regulations apply to all Oregon employers of minors (children ages 14-17).

As of September 1995, employment certificate applications must be filled out by the employer and submitted and filed with the Bureau of Labor and Industries once a year. When the application is approved, the Bureau issues a Blanket Certificate to cover all minors employed in the same location.

As of September 1995, work permits are no longer required for working minors, ages 14 through 17. It is now the responsibility of the employer to verify the age of all employees.

WORKING HOURS

14 and 15 year Olds (when school is in session):

- 3 hours per day, 8 hours on non-school days, 18 hours per week maximum
- Only between 7 a.m. and 7 p.m.
- Working is not allowed during school hours

14 and 15 year Olds (when school is not in session):

- 8 hours per day, 40 hours per week maximum
- From June 1 through Labor Day; 7 a.m. to 9 p.m.

16 and 17 year Olds:

- Any hours

- 44 hours per week maximum

MEALS

Meal periods of a least 30 minutes must be provided no later than five hours and one minute after the minor reports to work. Fourteen and 15 year Olds must be fully relieved of work duties during this time. Sixteen and 17 year old employees may work during a meal period, but must be paid for their time.

BREAKS

Rest periods of a least 15 minutes must be provided during each four hours (or major portion) of work time.

NO DANGEROUS OCCUPATIONS

Minors may not be employed in dangerous occupations. For example, they may not drive cars or other vehicles on the job, or use meat slicers or some baker equipment. See Labor Laws Highlighted and Prohibited Occupations, page 160-63 of this section, for an overview of what minors can do. Contact the Bureau of Labor and Industries for complete information whenever necessary.

ADEQUATE WORK

Adequate work must be provided if the employer requires the minor to report to work. Adequate work means enough work (or compensation in lieu of work) to earn at least one half of the scheduled day's earnings.

CHILD LABOR LAW RESOURCES

There are volumes of information on child labor laws. Included in this document are two of the best references which are published by the Oregon Bureau of Labor and Industries. They are Child Labor Law And The Employment of Youth Apprentices and Student Learners in School-to-Work Programs; and School-to-Work Opportunities and the Fair Labor Standards Act. They are at the end of this section. Another good reference is Connection activities/orientation Outline on Child Labor Law and School-to-Work Programs in Oregon also available from the Oregon Bureau of Labor and Industries.

Individuals in the Bureau of Labor and Industries have been very helpful and knowledgeable when called on for advice.

D. CONFIDENTIALITY/ PRIVACY

Student records and information are protected from public disclosure under the Federal Family Rights and Privacy Act. Is this FERPA?

When working with students in Work-based Learning sites, it is important to be able to release student information such as classes taken, skills, grades, etc. to employers. This may only be done with the signed permission of the student (age 18 and over) or the student's parent or legal guardian (under age 18). Similar information may be released to parents and legal guardians of students under the age of 18.

Social Security numbers for identification/record keeping purposes cannot be used or released to an employer without authorization. A release statement may be contained in the contract/agreement or a separate signed information release form may be practical previous to entering the program.

E. SEXUAL HARASSMENT

Sexual harassment and/or abuse is the most troublesome situation an instructor will ever face when dealing with students and employers in Work-based Learning situations. Adults and young people are very uncomfortable talking about sex and sexual situations. There are a series of precautions and responsibilities with which the instructor is obligated to comply.

Every agreement/contract used for Work-based Learning student participation, needs to have a section that indicates that an employer is expected to maintain a safe working environment. A safe working environment includes protection from discrimination and sexual harassment and the school has the right to terminate the agreement at any time if there is a breach in the above stipulated items.

INSTRUCTOR OBLIGATIONS

Students under 18 When Physical Contact Has Been Reported

- Contact the Services to Children and Families (formally known as CSD) and school administration.

Students under 18 When No Physical Contact Has Been Reported and Students over 18

- Action is expected when a report of an incident is given to an instructor directly or if an instructor learns of it through a second party such as a counselor or co-worker.

- A representative of the school (preferably a department chair or administrator but can be the instructor) must notify the employer immediately, in writing, of the situation reported by the student and ask that it stop. The letter needs to request the employer's plans to remedy the situation. Employer must respond within two days of the receipt of the school's letter.

- School is under no obligation to sue employer.

- School can advise student to seek legal counsel.

- Check your district or school policy for additional guidelines and procedures required by your individual district.

Provided by the Oregon Education Association Community College Uniserv

Teach Your Students How to Recognize Inappropriate Behavior

Before it becomes a problem, teach your students how to clearly state their uncomfortable feelings without accusations or undo aggressiveness. Ninety percent of women in the workplace have experienced some type of sexual harassment. Teach your students to not tolerate or ignore such behavior. And do not forget that men also experience sexual harassment and people can be harassed by members of their own sex.

GENERAL INVESTIGATION GUIDELINES

- Treat every claim, however frivolous it may appear, as valid until proven otherwise.

- Conduct a thorough and prompt investigation. Begin the investigation within 7 or 8 days of being advised of the situation, and review everything relevant to the situation. It is paramount to thoroughly review information before beginning an investigation.

- Conduct yourself in a way that realizes all parties have rights. Do not assume either party is right.

- Confine the investigation to relevant facts. Initially, the complainant's family or sex life is not relevant.

- Avoid presumptuous statements or conclusions in discussions with others. In other words, don't say "X committed sexual harassment."

- Make sure the accused's character, job performance or family life is not disparaged. If the accused were to sue for defamation, such disparagement might be enough for malice to be found. Malice nullifies the "qualified privilege" employers have to internally discuss these kinds of situations without incurring liability for defamation.

- Keep the investigation, and the facts it uncovers, under strict "need to know" rules. Impress upon every participant the need to keep your discussions strictly confidential, backing up your instructions with discipline, if necessary.

- Do not unnecessarily disclose information to witnesses, particularly those involved only peripherally. For example, instead of asking, "Did you see John touch Mary?" try "Have you ever seen anyone touch Mary at work in a way that made her uncomfortable?" Remember, the investigator's job is to gather the facts, not to disseminate the allegations. Phrase your questions to minimize information and maximize responses.

- Never broadcast facts of a given situation or the results as an example to others or as a training tool. Defamation liability is almost certain to follow.

- Take notes during each session with parties, but do not prepare a conclusive formal report. Should the party sue the company later, that report would be discoverable. Of course, the notes would be discoverable, too, but facts are not damaging, only conclusions. Brief management staff orally as to what you found in your investigation.

- If there is more than one allegation, treat each incident separately. This helps to keep the facts straight. Determine whether sexual harassment occurred in each incident.

- Prepare a detailed factual chronology, set against a chronology of what was occurring in the workplace at relevant times. Were there certain events that triggered the complaint? Any possible motives on the part of the complainant?

THE COMPLAINT PROCESS

The following is a brief description of the Bureau of Labor and Industries' complaint process:

- Filing a Complaint: To file a complaint, one must complete and have notarized a complaint form supplied by the bureau's Civil Rights Division. Bureau intake officers assist complainants in filling out forms and any other necessary papers.

- Deadline: A complaint must be filed within one year of the date of the alleged discrimination. The respondent will be notified by the bureau within 30 days of filing.

- Settlement and Investigation: Early Settlement: Many complaints are resolved before the investigation. If both parties agree, a no-fault settlement is signed by the complainant, the respondent and a representative of the bureau: The agreement is binding and no further action can be taken. Fact-Finding Conference: The Civil Rights Division can request that those involved in the complaint attend a fact-finding conference. There, both sides have the chance to tell their side of the story. If the complaint is not resolved at the conference, the case is sent on for further investigation.

- Investigation and Determination: The bureau's investigator determines whether the evidence substantiates a possible violation. A document outlining the facts and the resulting decision about the violation is sent to both parties. This document is called a Notice of Administrative Determination.

- Case Closure: The case is closed if the bureau determines that no violation occurred or that there was not sufficient supporting evidence to proceed. The case may also be closed if the complainant chooses to file in court.

- Conciliation: If the bureau finds evidence of a violation, the investigator tries to develop a voluntary settlement. If such an agreement is reached, a formal agreement is signed by both parties and a bureau representative.

- Hearing Process: If an agreement is not reached through conciliation, the complaint may be scheduled for hearing. The bureau prepares a "specific charges" document that formally alleges the violation. These charges, along with a notice of hearing, is mailed to both parties. A hearing referee designated by the labor commissioner conducts the hearing. This is a formal fact-finding meeting. All testimony is given under oath and recorded.

- Proposed Orders: After considering the testimony, the hearings referee issues a proposed order. If the referee concludes that discrimination did occur, compensation in the form of back wages and/or mental distress is recommended.

- Final Orders: The labor commissioner issues a final order after careful consideration of the case and exceptions.

- Appeal: Any party aggrieved by the final order may appeal to the Oregon Court of Appeals.

F. INSURANCE

(Liability/Worker's Compensation)

Students doing Work-based Learning need to be covered by Worker's Compensation Insurance.

It is essential that you know your District insurance policies for both Liability and Workers Compensation. Resources within your District are: school safety officer, business manager, administrative office, personnel department, school insurance agent and/or risk manager.

Questions each instructor/coordinator should be able to answer:

- If a student is injured on the Work-based Learning site, what procedures need to be followed and what happens?
- If a student causes harm to another employee or customer, what procedures need to be followed and what happens?
- If a student causes damage to equipment, what happens?

Each District needs to cover unpaid students with Worker's Compensation. It is advised that a clear statement about who covers Worker's Compensation for the student be included on the contract.

WORK SITE ACTIVITY OVERVIEW

To help avoid issues of harassment and abuse it is recommended that you develop a chart or check-off series listing the work-site learning activities your students will participate in and a summary of student and mentor liability and workers compensation issues and recommended actions you need to take as precautions.

G. Medical

Any Utah Specific Information?

Immunizations and protection from disease are important for your students and the people they are in contact with during their work experience.

Following are OAR requirements and AMA recommendations.

MEASLES IMMUNIZATION

Each community college shall require that students involved in clinical experiences in allied health programs, practicum experiences in education and child care programs and membership on intercollegiate sports teams have two doses of measles vaccine prior to each student's participation. The requirement shall apply only to those students born on or after January 1, 1957, using procedures developed by the institution.

The following records may be accepted as adequate written evidence of two doses of measles immunization:

(a) Two doses (documented by month and year of each dose) on or after the first birthday, with minimum of 30 days between first dose and second dose; or

(b) No available month and year for the first dose but documentation of the month and year of the second dose in or after December, 1989.

Each community college shall develop procedures to implement and maintain this requirement.

BLOOD BORNE PATHOGENS

Blood borne pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

It is recommended that students doing Work-based Learning in medical facilities, child care facilities, sewage facilities or any other area with potential body fluids or wastes contact, be inoculated with the Hepatitis B series vaccine. Hepatitis A vaccine is also recommended for the above students and students in the food service area.

The following was taken from the AMA's Administrative Guide titled:

For Your Protection OSHA Regulations on Blood Borne Pathogens:

Employers are required to offer the hepatitis B vaccine free of charge to personnel at risk. Employees, however, are not obligated to receive the vaccine. Any at-risk employee who wishes not to receive it must, however, sign a copy of OSHA's hepatitis B vaccine declination. If the person later decides to receive the vaccine, the employer must again offer the series free of charge. Technically, in non-paid work experiences the school is the employer and must provide the vaccine.

Some employees may be exempt from the vaccination requirement.

These include:

- People who have previously received the complete vaccination series;
- People who have been shown to be immune to HBV; and
- People for whom the vaccine is medically contraindicated.

It is advised that secondary students involved in similar clinical experiences adhere to the above requirements. Note that it is the responsibility of the college (or secondary school) to maintain records of compliance to OAR 581-43-800. It is recommended that the work experience coordinator keep these records in the student's file.

FOOD HANDLERS CARDS

Cards are issued by the county where one is employed. A food handlers card may be required in restaurants, child care, hospitals and other facilities where food is handled. Check with your County Health Department for requirements, exams, fees and processes for obtaining a food handlers card in the county of employment.

H. WAGE AND HOUR LAWS

When placing students in Work-based Learning sites, state and federal wage and hour laws must be followed.

There are three classifications that Work-based Learning activities fall under:

- Unpaid
- Stipends/Honorariums
- Paid:
    a. Salary/Hourly rate;
    b. Work study;
    c. Federal program involving financial aid or stay in school incentive programs.

UNPAID

Wage and hour laws (see appendix) do not apply. Labor Laws (see appendix) do apply.

STIPENDS

Payment of Stipends

Stipends may be paid in non-paid work experience placements. Stipends and reimbursement for expenses are not considered wages. It is important to ensure that the stipend or expense reimbursement is, in fact, just that. Therefore, it must have no relationship to work hours or worker productivity which would be interpreted as wages. If, for example, the stipend in any given factual situation is nothing more than a way to pay the student a wage less than the minimum wage, a violation will occur.

PAID

All labor laws apply.

Wage and Hour Laws

Minimum Wage

Almost all workers must be paid the minimum wage as required by state law. There are no sub-minimum rates for trainees or minors, although there are some special provisions for students and disabled workers. The following are examples of workers that are not subject to the state minimum wage law. This list is not all inclusive.

- Some agricultural workers
- Students enrolled in and employed by an institution of primary or secondary education
- Workers living at a place of employment for the purpose of being available for emergencies or occasional duties
- Workers employed on a seasonal basis at educational or organized camps and workers employed on a seasonal basis at non-profit camps
- Workers employed at a non-profit conference ground or center operated for educational, charitable or religious purposes

Hours of Work

- 13 hours a day maximum for adults
- Work over 40 hours per week paid at 1-1/2 regular rate
- For minors see "Child Labor Laws"

Working Conditions

- 30 minute meal periods
- 10 minute rest per 4 hours work period for adults, 15 minutes for minors

Pay Checks

Final Paychecks: When an employee is fired, all wages earned by that person are due by the end of the following business day. If an employee quits giving 48 hours or more notice, wages are due the last working day. If an employee quits without giving at least 48 hours notice, wages are due in five days or on the next payday, whichever occurs first. There are other requirements for final paychecks for contract employees, seasonal farm worker, employees of fairs and those covered by a collective bargaining agreement.. Final paychecks may not be held pending return of a uniform or tool or for any other similar reason.

Unemployment

Under certain circumstances, a student who has been placed in a Co-op position that has a beginning and ending work period may be denied unemployment benefits. Volunteer students are not eligible for unemployment benefits.

LABOR LAWS HIGHLIGHTED

The following is an overview of child labor laws put together by the Oregon Bureau of Labor and Industries. It is only a summary as it relates to the Work-based Learning opportunities in this handbook and current at the time of the handbook's creation. To get further information or answers to specific questions, please contact your nearest Oregon Bureau of Labor and Industries' representative.

TRAINING OF STUDENT-LEARNERS

Unpaid Work Experience

- The employer must provide students with training, protective equipment and any other health or safety consideration afforded paid employees.

- Workers Compensation to be covered by school district for any unpaid experience.

The following six federal requirements must all be met for unpaid work experience:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school (a curriculum is followed, the students are under continued and direct supervision by either representatives of the school or by employees of the business)

2. The training is for the benefit of the trainees or students, such placements are not made to meet the labor needs of the business

3. Students may not displace regular employees, fill vacant positions that have not been filled, or replace employees who have been relieved of assigned duties. Students may not perform services that, although not ordinarily performed by employees, clearly are of benefit to the business

4. The employer that provides the training derives no advantage from the activities of the trainees or students, and on occasion his or her operations may actually be impeded

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period

6. The employer and students understand that the students are not entitled to wages for the time spent in training (USDOL Update 4/94)

Paid Work Experience

Once work no longer meets all of the 6 federal requirements, then the experience requires:

- Employment Certificate As of September 1995 employer certificates must be filed by the employer once a year. Blanket certificates are also available for the employer to cover all minors employed in the same location.

- Compensation Employers must provide Workers Compensation coverage.

- Work permit As of September 1995, work permits are no longer required for working minors, ages 14-17. It is up to the employer to verify the age of a minor before hiring.

_Worker's compensation to be provided by the employer

_Employer must pay at least minimum wage

_The state Legislature has endorsed an Employer Incentive program under Senate Bill 81.

Working Hours

14 and 15 year Olds:

School in Session

- Students must work outside of school hours
- Students may work a maximum of 3 hours on a school day
- Students may work a maximum of 18 hours in a school week
- Students may work between 7 a.m. and 7 p.m.

School NOT in Session

- Students may work a maximum of 8 hours per day
- Students may work a maximum of 40 hours per week
- Students may work between 7 a.m. and 9 p.m. (June 1 through Labor Day)

16 and 17 year Olds:

School in Session

- Student may work any hours, up to 44 hours per week maximum

School is NOT in Session

- Students may work a maximum of 8 hours a day

WHAT MINORS CAN DO

The type of work 14 and 15 year Olds and 16 and 17 year Olds can do is restricted. Fourteen and 15 year Olds are not granted any exceptions from the 18 hazardous occupations. See Prohibited Occupations list at the end of this section, (page 154-55) In certain cases, 16 and 17 year old student-learners and registered youth apprentices are exempt from Hazardous Order Nos. 5,8,10,12,14, 16, and 17 providing all criteria are met. The hazard most often violated is Order No. 2-Motor Vehicle Occupation. Minors under 18 years old are in no circumstances allowed to drive any motor vehicle on a public road as a part of their employment. In the near future, additional hazardous occupation restrictions will prohibit student-learners from coming into contact with blood and bodily fluids.

PROHIBITED OCCUPATIONS

Minors under 18 may not use specified equipment in the following occupation:

1. LOGGING All logging operations or occupations in the operation of any sawmill, lathe mill, shingle mill, or cooperage stock mill

2. MESSENGER SERVICE All delivery of messages or goods between the hours of 10 p.m. and 5 a.m.

3. EXPLOSIVES MANUFACTURING All occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components

4. MOTOR VEHICLE DRIVING All occupations of motor vehicle driver or outside helper riding outside the cab for purpose of assisting in the transporting of goods

5. COAL-MINING All coal-mining occupations performed under ground, in a open pit, or on the surface of a coal-mining plant for the purpose of extracting, grading, cleaning or handling coal

6. WOODWORKING Woodworking occupations involving the use or maintenance of power driven woodworking machines

for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening or assembling

7. RADIOACTIVE SUBSTANCES Occupations involving exposure to radioactive substances and to ionizing radiations

8. HOISTING APPARATUS Occupations involving the operation of power-driven hoisting apparatus or assisting in the operation of hoisting apparatus such as: elevators, high-lift trucks, hoists, cranes, man lifts, derricks, freight elevators

9. METAL WORKING The occupations of operator of or helper on power-driven forming, punching and shearing machines. This order does not apply to a very large group of metal-working machines known as machine tools. Machine tools such as milling function machines, lathes, planing function machines, grinding function machines, borers, drills, drill press, reamers, honers may be used by 16 and 17 year old minors, as well as a number of other machine tools

10. MINING, OTHER THAN COAL Occupations in or on the surface of underground mines or quarries

11. MEAT PACKING Occupations involving slaughtering, meat- packing or processing, or rendering including but not limited to, the use, repair or cleaning of the following machines: meat patty forming machine, meat slicing machine, meat and bone cutting saws, knives, grinding, mixing, chipping machines

12. BAKERY MACHINES The occupations of operating, assisting to operate, repair or cleaning of dough mixers; batter mixers; bread dividing, rounding or molding machine; dough brake; dough sheeter; bread slicing and wrapping machine; cake cutting band saw. The occupation of setting up or adjusting a cookie or cracker machine. Other baker machines may be used by 16 and 17 year old minors

13. PAPER-PRODUCTS MACHINES The occupations of operating or assisting to operate paper-products machines including, but not limited to: circular or band saw, punch press, cover cutter, scrap-paper baler, guillotine paper cutter, platen printing press, platen die-cutting press, arm-type wire stapler

Many paper-products machines may be used by 16 and 17 year old minors, including but not limited to: bag making machines, folding machines, box making machines, glue, gumming, rotary printing press

14. BRICK AND TILE MANUFACTURING All work in or about establishments in which clay construction products are manufactured except work in offices, storage, shipping, drying departments. All work in or about establishments in which silica brick or silica refractory products are manufactured, except work in offices

15. SAWS AND SHEARS All occupations of operator or helper or of setting up, repairing, cleaning of: circular saws, band saws, guillotine shears

16. WRECKING All occupations in wrecking, demolition and ship- breaking

17. ROOFING All roofing operations. Gutter and down spout work may be performed by 16 and 17 year old employees

18. EXCAVATION Excavating, working in, or backfilling trenches exceeding four feet in depth. Excavating for building or working in such excavations. Working in tunnels or shafts prior to the completion of all driving, sinking and shoring operations

CHAPTER SIX: INCLUSION

Special Populations in Work-based Learning

Our communities are composed of people from diverse backgrounds, circumstances, cultures, and ethnic origins. No where is this more pronounced than in our schools. As the number of students participating in Work-based Learning activities increases, so must our capacity to meet the needs of this diversity of students.

Federal laws, state statues and district policies all contain language of inclusion and prohibit discrimination on the basis of ethnicity, disability, or gender. The School-to-Work Opportunities Act of 1994 specifies that *all* students must be included in School-to-Work activities. *All* in this sense means each and every student in the cone. In the STW Act *all* "...means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-english proficiency, migrant children, school dropouts, and academically talented students." The term *all students* should call to everyone's attention those populations of students who may require additional considerations for supports and help ensure that they are not overlooked.

The task of coordinating a variety of WBL activities for an entire cone or cones is monumental in itself. Dealing students requiring special needs into the mix may appear to complicate matters all the more. The purpose of this section of the WBL Handbook is to provide WBL Coordinators and teams with information that will relieve some of their concerns, assist you to better meet the needs of all students, and make the experience more pleasant and successful for everyone concerned.

Part One: Students with Disabilities

A disability is defined as a physical or mental impairment substantially limiting one or more major life activities. In terms of employment, the law defines a "qualified individual with a disability" as a person with a disability who can perform the essential functions of the job with or without reasonable accommodation. Goals of Work-based Learning for students with disabilities are to explore individual interests and develop marketable skills. One goal for employers is help them see past the disabilities and focus on capabilities.

The fact is that the vast majority of people with disabilities are safe, reliable, and dependable workers. Many studies show that Special Populations workers can perform and compete in competitive employment just as well as employees without as many challenges. They also show that the cost of worker accommodations is often minimal, if any at all. Misinformation and social stereotypes often create fear or apprehension about hiring or working with disabled persons in a business setting. Work-based Learning Coordinators, and others representing public schools, need to ensure employers and their employees have correct information, dispel any misconceptions, and assist with providing necessary supports to both students and employers.

Knowledge of a person's disability and individual needs is paramount to success. Rely on the student for the most accurate information about their disability and how to accommodate their needs. If the person is reluctant or cannot communicate his/her needs adequately, transition coordinators and resource teachers can also provide insight, assistance, and supports. Once the characteristics of disabilities are understood, you can assist the student and the employer to ensure the WBL experience is positive for both the student and the employer.

Another point to keep in mind is that there are varying degrees of severity within any given disability group. Every person is different and two people identified as having similar disabilities may have very different needs. Awareness of each individual's needs is critical to the success of any WBL activity.

All students from grades 7 to 12 should have written Student Education Occupation Plans (SEOPs). In addition, students in Special Education, age 14 and older, should have an Individual Education Plan (IEP) in place that includes transition planning documents. These documents should identify the appropriate types of WBL activities in which students participate. They also provide the legal documentation justifying why and when students participate in WBL activities. This is of particular importance should a liability case result from a student engaging in WBL activities.

WBL Coordinators and teams should always consult a student's SEOP/IEPs before placing any student in a WBL activity. It is imperative, especially in the cases of students with disabilities and other Special Populations students, that the WBL team be aware of individual needs and conditions prior to engaging the student in any WBL activity. It is strongly recommended that WBL Coordinators and team members coordinate with resource teachers, transition coordinators, and other student support personnel in the planning and implementation of WBL activities involving Special Populations students. You can make a difference in the life of a student with disabilities by providing opportunities, using this handbook, and seeking the assistance needed to make the student a successful participant in Work-based Learning activities.

Best Practices -

Make a commitment to actively support diversity in the workplace by maintaining an open, supportive and responsive environment for ALL *potential employees* and workers.

Assumptions

In the work setting:

- High expectations are held for everyone.
- Discrimination, stereotyping, and bias are not acceptable.
- Diversity is recognized and appreciated. Each person contributes unique experiences, culture, and backgrounds to the work site.
- Individual differences are valued. Every person has something to contribute.

Key Points to Remember

- The best way to know what a person needs to succeed is to ask them.
- People with disabilities are more like you than unlike you.
- Individuals with disabilities have real feelings, emotions, and aspirations. Treat them as young adults who have ambition, goals, and enthusiasm. Don't pamper or treat them like children.
- Respect each person's dignity by keeping private concerns confidential, avoiding discussions about an individual's disability or personal needs in front of others, and avoiding gossip.
- Students with disabilities can learn; however, it may take longer or they may learn it differently.
- Each person should be treated with respect. Every person's ambitions, goals, and enthusiasm has value and should be incorporated into the planning and placement of Work-based Learning experiences.
- Politically and socially appropriate and correct language and terminology should be used when addressing individuals with disabilities. For example, refer to an

individual as a "person with a disability" instead of "retarded."

- It is impossible to be knowledgeable about all ethnic groups and cultures. It is possible to treat all individuals with respect and to realize that some responses/attitudes might be cultural rather than based on ignorance or indifference. People from some ethnic cultures may demonstrate reluctance to discuss specific topics which are private or unique to the culture.

PART TWO: MAKING WORK-BASED LEARNING OPPORTUNITIES HAPPEN FOR YOUTH WITH DISABILITIES: IDEAS AND RESOURCES

The following strategies are offered for serving all youth, especially those with disabilities, in Work-based Learning programs. The intent of this material is to provide insight and ideas to better assist WBL Coordinators, WBL team members and other educators, and employers in providing appropriate, quality Work-based Learning experiences for youth with disabilities. This information is not exhaustive, rather, it lays the foundation to gain a basic understanding of the issues around serving youth with disabilities in Work-based Learning activities.

INCLUDING YOUTH WITH SPEECH AND LANGUAGE DISORDERS IN WORK-BASED LEARNING ACTIVITIES

Speech and language disorders can potentially isolate a student in the workplace due to perceived communication barriers. Speech and Learning disorders affect a student's abilitiy to artiuclate ideas or messages to others. Such disorders may create a false perception that the student lacks knowledge or understanding when, in reality, there is knowledge and understanding present. It is essential therefore, to help the student develop a communication strategy with the employer and others at the WBL site. It is essential to implement the appropriate accommodations to ensure the full and successful participation of the student in all components of Work-based Learning. When accommodating a student with a speech or language disorder, first ask him/her what he/she needs to be most productive.

The list presented below provides strategies to ensure the equal access and full participation of a young adult with speech and language disorders into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people with speech and language disorders. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Ask the student what ways of communicating daily instruction work best for them—alternative ways to communicate might include writing tasks down or using e-mail.
- Remain patient when communicating with the individual.
- Establish communication goals related to the work experience.
- Establish alternative communication skills such as writing, sign language, use of speech board, etc.
- Allow time to develop alternative communication skills.
- Provide supports that will teach the student in how to manage his/her disability in the work environment.

INCLUDING YOUTH WITH DEAFNESS AND HEARING IMPAIRMENTS IN WORK-BASED LEARNING ACTIVITIES

Deafness and hearing impairments are communication disorders. Sometimes these impairments affect the person's speaking ability as well. Since the person is unable to hear how words are articulated they may not have learned normal speech capabilities. Deafness and hearing impairments may isolate an individual from those around him, whether it be in the school, community, or work environment. When appropriate accommodations are made, the communication barrier can be breached and successful participation can result.

Some individuals who are deaf are able to speak for themselves and/or lipread others who are speaking. Other individuals who are deaf communicate through sign language and utilize interpreters or written notes. The first step in accommodating the student with a hearing impairment is to ask him/her what he/she will need to fully access the communication occurring.

The strategies and accommodations listed below are a starting point for further discussion about how to best meet the student's individual needs.

WORK-BASED STRATEGIES

- Face the student when speaking, speaking clearly and concisely
- Ask the student what ways he or she prefers to communicate.

- Remain patient when communicating with the individual
- Establish communication goals related to the work experience
- Allow for alternative communication forms such as e-mail, written notes, etc.
- Utilize a sign language interpreter for critical training times, if appropriate.
- Supplement verbal instructions with visual directions and examples when needed.
- Ensure all auditory alarms, announcements, etc are provided visually
- Utilize personal hearing aids, personal amplification systems or other assistive technology
- Encourage the student to articulate his/her strengths, weaknesses, and communication needs.
- Promote personal responsibility regarding the use of personal hearing aids, amplification systems, etc.

INCLUDING YOUTH WITH TRAUMATIC BRAIN INJURY IN WORK-BASED LEARNING ACTIVITIES

Work-based Learning accommodations must be individualized and based on the nature and severity of the brain injury as well as how recently the injury occurred. To arrive at the best accommodation(s), consult with the student and other support. Knowing whether a student learns best from strictly verbal instruction, or a combination involving hands-on, written, and verbal instruction will also help in working with the individual. The list presented below provides strategies to ensure the equal access and full participation of a young adult with traumatic brain injuries into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all students with traumatic brain injuries. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Assess the student's current abilities and potential.
- Design an appropriate Work-based Learning plan to meet cognitive, physical, social, as well as postsecondary goals.
- Break job tasks down into steps or a sequence.
- Keep the environment free from distraction.
- Keep work tasks specific.
- Demonstrate new tasks.
- Speak clearly and concisely.
- Reinforce positive work habits and skills.
- Provide breaks as needed.
- Provide a workplace mentor or job coach as needed.
- Allow flexibility in the work schedule.
- Allow flexibility in setting up workstations or organizing job tasks and supplies.
- Assist the student to learn when it is appropriate to disclose his/her disability and how to articulate his/her strengths and weaknesses.
- Coordinate support services with the student and his/her family.
- Establish linkages with the medical rehabilitation center if appropriate.
- Facilitate relationships between the school's transition specialist and workplace mentor.
- Coordinate technical assistance and specialized support for employers.
- Emphasize appropriate work behaviors.

- Determine what job-specific skills the student must learn.

INCLUDING YOUTH WITH LEARNING DISABILITIES IN WORK-BASED LEARNING ACTIVITIES

Learning disabilities stem from a variety of causes that affect a person's ability to grasp information, ideas, or concepts. Each individual will have unique capacities, limitations, and learning styles.

Youth with learning disabilities may or may not need accommodations based on whether or not they already have developed helpful strategies. When accommodating a student with a learning disability, first ask him/her what he/she needs to be most productive. The list presented below provides strategies to ensure the equal access and full participation of a young adult with learning disabilities into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people with learning disabilities. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Allow for flexibility in the learning process (e.g., allow the use of tape recorders for note taking).

- Structure the job to build on individual strengths. Some modifications may include:

    ✳ modifying work schedules

    ✳ altering how examinations, training, materials, or policies are presented

  - ✳ acquiring or modifying equipment or devices

- Clarify workplace manuals and refine organization flowcharts for job clarity.
- Establish workplace mentors or job coaches as needed.
- Allow for extra time to complete work assignments.
- Write down and prioritize daily tasks.
- Introduce a few strategies at a time and teach self-check procedures.
- Allow for the use of computers and other assistive technology.
- Provide positive reinforcement and immediate feedback.
- Share work expectations with the student.
- Provide spelling lists specific to the workplace.
- Consider flextime for individuals who have difficulties managing their time.
- Use graphics, diagrams, and flowcharts where possible.
- Assist individuals to learn when it is appropriate to disclose their disabilities and how to articulate their strengths and weaknesses.

INCLUDING YOUTH WITH BEHAVIOR DISORDERS IN WORK-BASED LEARNING ACTIVITIES

To address these outcomes and facilitate vocational success, youth empowerment, community-based services and individualized intervention are necessary support strategies. Service providers must be given clear directions as to the unique needs of youth with behavior disorders and allow youth to be in charge of their lives and futures, as all youth with or without disabilities. When accommodating a student with a behavior disorder work with him/her, the family, and other support personnel to determine the accommodations that best meet his/her needs. The list presented below provides strategies to ensure the equal access and full participation of a young adult with serious emotional disorders into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people with behavioral disorders. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Model appropriate verbal and nonverbal communication skills.
- Emphasize problem-solving skills.
- Use behavior modification techniques to help youth learn appropriate behaviors.
- Utilize peer support groups.
- Allow for natural consequences. (If a youth continually acts out on a job and does not take steps to correct the disruptive behavior, the best response may be the natural consequence of losing WBL opportunties.)
- Provide sufficient practice of new skills.
- State expectations and identify behavior that need to be changed.
- Provide immediate and consistent feedback.
- Provide reinforcement.
- Provide structure to the work tasks and reduce stimuli.
- Set specific times for certain tasks and maintain this routine.
- Arrange the workplace to limit noise and visual distractions.

- Allow breaks to be scheduled according to individual need rather than a fixed schedule.
- Allow for time off for scheduled medical appointments or support groups.
- Consult with on-site counseling when appropriate.
- Develop action plans that empower youth to achieve successful employment outcomes.
- Set joint meetings between the employer, supervisor, and employment service provider.
- Assis individuals to learn when it is appropriate to disclose their disabilities and how to articulate their strengths and weaknesses.

Including Youth with Other Health Impairments in Work-based Learning Activities

Youth with health impairments can be successful in the workplace given the necessary accommodations. The condition of an individual with a health impairment may be a noticeable one or one that manifests itself only from time to time. A condition that is prominent may require a flexible work schedule, medication, and allowance for more breaks to combat fatigue and maintain stamina. It is important when accommodating an individual with a health impairment to ask them what accommodations will best meet their individual needs.

The list presented below provides strategies to ensure the equal access and full participation of a young adult with health impairments into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people with health impairments. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual need.

WORK-BASED STRATEGIES

- Supplement verbal instructions with visual directions and examples when needed.
- Allow for rest periods as needed.
- Arrange for the workstation to be accessible to facilities.
- Establish a safe working environment.
- Write down and post daily work assignments.
- Keep the environment free of distractions.
- Set specific times for specific tasks and maintain this routine.
- Provide regularly scheduled and frequent breaks.
- Assist the student to advocate for himself/herself.
- Assist individuals to know when it is appropriate to disclose their disabilities and how to articulate their strengths and weaknesses.
- Facilitate first aid instruction to the student's employers and co-workers if needed.
- Facilitate supports to assist the student to manage his/her disability in the workplace.

INCLUDE YOUTH WITH SEVERE AND/OR MULTIPLE DISABILITIES IN WORK-BASED LEARNING ACTIVITIES

It is important to increase the student's retention of new skills by offering instruction in the actual setting that a skill will be used. It is more difficult for individuals with severe disabilities to learn by incident; therefore, instruction of the most basic skills must be carefully structured and planned. When accommodating a student with severe and/or multiple disabilities, it may be necessary to involve special education teachers, transition coordinators, and his/her family as supports in the WBL activity.

The list presented below provides strategies to ensure the equal access and full participation of a young adult with severe and multiple disabilities into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people with severe and/or multiple disabilities. Instead, they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Use necessary adaptive aids and equipment.
- Make arrangements in the work setting to provide medication, dietary needs, and self-care requirements.
- Provide supported employment support as needed.
- Allow for a flexible work schedule.
- Develop job placement in integrated, competitive settings.
- Establish natural work supports.
- Keep the environment free from architectural barriers.
- Utilize technological devices, specifically computer applications and communication devices.
- Assist each individual to learn when it is appropriate to disclose their disabilities and how to articulate their strengths and weaknesses.

- Summarize student skills and support needs for employer and co-workers.
- Identify support resources.
- Assist the student to learn how to manage his/her disability.

Including Youth Who Are Deaf-Blind in Work-based Learning Activities

To ensure vocational success, it is essential to facilitate the development of the student's education, vocational, and communication skills. When accommodating a student who is deaf-blind, ask him/her, the family, and other support personnel what strategies would best meet his/her needs.

The list presented below provides strategies to ensure the equal access and full participation of young adults who are deaf-blind into Work-based Learning activities. The strategies are suggestions and are not intended to be appropriate or even necessary for all young people who are deaf-blind. Instead they serve as a starting point for further discussion on the strategies that best meet the student's individual needs.

WORK-BASED STRATEGIES

- Establish trust.
- Identify the student's needs.
- Utilize alternative communication devices.
- Utilize a workplace mentor or job coach as needed.
- Keep the environment free of architectural barriers.
- Assist individual to learn when it is appropriate to disclose

their disabilities and how to articulate their strengths and weaknesses.

- Coordinate training opportunities for personnel who will work with youth who are deaf-blind.
- Assist the student to learn how to manage his/her disability in the workplace.

INCLUDING YOUTH WITH VISUAL IMPAIRMENTS IN WORK-BASED LEARNING ACTIVITIES

Individuals with visual impairments may need to use alternative methods or adaptive skills to successfully

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